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ABSTRACT

This report reviews the status of certain aspects of public higher education in Colorado in order to provide educators, public policymakers, and the public a measurement of the performance of Colorado college students and the higher education system as a whole. Data is provided on students, degrees, faculty, and higher education finance. The ScoreCard uses a number of measures to evaluate the system's effectiveness in four systemwide educational values, namely: Educational Excellence; Educational Access and Diversity; Efficiency in the Delivery of Education; and Adequate Resources for the Delivery of Education. Findings are summarized in four parts corresponding to the four values. Data are summarized for the following categories: Public Institution Total; State System Summaries (including research universities, other universities and colleges, specialized medical schools, and community colleges); and Local District Colleges. In addition, a section on recent trends notes the following: (1) Colorado ranked 40th in the 1991-92 state general fund plus tuition revenue per full-time equivalent (FTE) student; (2) total general fund and tuition revenue per FTE student increased in actual dollars by 3.2 percent, but decreased in constant dollars between 1990-91 and 1991-92; (3) since 1987-88, state financial aid per resident student increased 13.8 percent, from $230 to $261 per student; and (4) alumni and other private sources contributed over $72 million in 1991-92, up from $42 million in 1987-88. (GLR)

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ED 363 209

COLORADO COMMISSION ON HIGHER EDUCATION

SCORECARD ON COLORADO PUBLIC HIGHER EDUCATION

How the Public Higher Education System and Its Students Perform on Selected Measures

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April 1993

(Revised August 1993)

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EXECUTIVE SUMMARY

INTRODUCTION

This ScoreCard is an annual report of the status of certain aspects of public higher education in Colorado. It was prepared by the Colorado Commission on Higher Education, with the cooperation of the six state higher education governing boards and the four local district colleges. The purpose of the ScoreCard is to provide educators, public policy makers, and the public with a measurement of the performance of Colorado college students, and the higher education system as a whole. Data is provided on students, degrees, faculty, and higher education finance. The ScoreCard uses a number of measures to evaluate the system's effectiveness in four systemwide educational values. These values are:

Educational Excellence
Educational Access and Diversity
Efficiency in the Delivery of Education
Adequate Resources for the Delivery of Education

The original ScoreCard values and measures were selected by the Governor, key legislators interested in higher education, the chief executive officers of the higher education governing boards, and the Chairman and Executive Director of the CCHE. Updated information for a number of items is not currently available and those items were not included in this edition of the Scorecard. Those items included administrative costs, state appropriation per capita, and grant and contract dollars per full-time equivalent faculty. When updated information becomes available for those items, they will be incorporated into future editions of the Scorecard. In addition, the data extracted from institutional accountability reports was changed from an assessment of student and alumni satisfaction (which did not change significantly) to an assessment of program improvements resulting from institutional assessments. Finally, two new tables, showing total tuition revenue per resident and non-resident student were added to this year's report.

This edition of the ScoreCard has been expanded to include comparable data for the Colorado State University Professional Veterinary Medicine, University of Colorado - Health Sciences Center, and the Local District Colleges. The ScoreCard data is summarized in the following sectors:

- Public Institution Total
  - State System Summary
    - Research Universities
    - Universities & Colleges
    - Specialized Medical
    - Community Colleges
  - Local District Colleges

In addition, the Recent Trends Section of the ScoreCard provides information about recent student and financial trends. These trends provide a context for many of the findings reported in preceding pages. Notes and comments are provided at the end of the document to define terms and list sources.

FINDINGS

Value: Educational Excellence

Excellence is a fundamental value in the public higher education system. Excellence without access, diversity, and other values is meaningless. Elements of excellence include adequately compensated faculty with high academic achievement, who have the ability to facilitate learning, and students with the ability, preparation, interest, and motivation to learn.

Measure: ACT and SAT Test Scores of First-time Freshmen
Findings:

- Average ACT scores of first-time freshmen have remained fairly constant over the last five years. In fall 1992, the average score of all Colorado students attending Colorado colleges (22.5) was higher than both the national average (20.6) and the average of all Colorado high school students who took the test (21.3).

Measure: Performance of Colorado Graduates on Graduate and Professional School Exams
Findings:

- Average Graduate Record Exam (GRE) scores of graduates taking the test and reporting the data are higher than the national norms for the test. (See page 10.)

- Graduates of the University of Colorado Law School passed the Colorado Bar Examination at a higher rate than the state average, 94.0% versus 86.7% in 1992.

- Colorado graduates pass the Uniform CPA Examination at a higher rate than the national average. (See page 11.)

- In 1992, Colorado graduates passed the National Council Licensure Examination for Registered Nurses at a higher rate (94.6%) than the national average (92.4%).

- Colorado community and local district college graduates passed the National Council Licensure Examination for Practical Nurses at a higher rate (97.9%) than the national average (89.6%) in 1992.

Measure: Completion Rates
Findings:

- Graduation and/or transfer rates for students in two-year programs increased slightly for the fall 1987 class compared to the fall 1986 class, but have declined slightly in recent years. The graduation and/or transfer rate after three years for the fall 89 class was 32.6%.

- The percent of four-year college and university students receiving a bachelor's degree after five years is significantly higher than the percent after four years, 43.8% compared to 18.6% for the fall 1986 class. The rate after six years is 52.5%.

Measure: Average Faculty Salaries
Findings:

- Average faculty salaries in Colorado are about 6% lower than salaries at comparable peer institutions. The differential is even greater in the Community Colleges, where the average faculty salaries were 14% below average peer salaries in 1991.

Measure: Program Improvements Resulting From Institutional Assessments
Findings:

- As a result of institutional assessments, more programmatic changes are occurring each year. These changes increasingly emphasize classroom activities.

Value: Educational Access and Diversity

A value of great importance in the public higher education system is access--the opportunity to acquire the skills needed to achieve one's potential. Elements of access include financial assistance for students with insufficient resources, and geographic access to a variety of academic programs. Closely related to access is the value of ethnic diversity--equal opportunity for minorities to participate and progress through the higher education system.

Measure: Availability of Academic Programs
Findings:

- A wide variety of degrees are offered at multiple sites throughout Colorado. Associate, and baccalaureate degrees are more widely available than advanced degrees.

Measure: College Participation Rate
Findings:

- Overall participation of Colorado high school graduates in Colorado public higher education has increased over the last five years, rising from 37.7% in fall 1988, to 41.8% in fall 1992. The fall 1992 participation, however, is below the prior year levels.

- The total minority participation rate in 1992 (42.8%) is above the white rate for the first time.

- Statewide, about fifty percent of all students from the top quartile of their high school class enroll at a Colorado public, four-year institution the following fall. This rate has not changed significantly over the last five years.

Measure: Degree Recipients by Ethnicity
Findings:

- The numbers and percent of minorities receiving degrees increased between 1987-88 and 1991-92, from 14.0% to 15.5% for certificate and associate degrees, 8.8% to 9.8% for bachelor's degrees, and 6.2% to 6.9% for graduate degrees.

Measure: Availability of Student Financial Aid
Findings:

- Colorado ranks at about half the national average in providing need-based financial aid to undergraduate students.

- State funded need-based undergraduate aid increased by 16.8% from 1989-90 to 1991-92.

- The number of recipients of state financial aid awards increased by 17.6% between 1989-90 and 1991-92, and the average state award increased by 3.6%.

Measure: Faculty Diversity
Findings:

- The racial/ethnic diversity of faculty increased from 7.4% to 10.5% between fall 1988 and fall 1992.

Value: Efficiency in the Delivery of Education

The public higher education system must provide quality, access, and diversity within available resources in the most efficient manner possible. Elements of efficiency include the productive use of available resources. One measure of efficiency is student/faculty ratios.

Measure: Student/Faculty Ratios

Findings:

- The actual ratios of students to faculty at Colorado institutions are greater, in most cases, than the ratios used in the funding formula.

- The student to faculty ratio in the Community and Local District Colleges is lower than the formula ratio. The student to faculty ratios at the junior and senior levels at the Research Universities and the Universities and Colleges have decreased in recent years, and are very close to the formula ratios.

Value: Adequate Resources for the Delivery of Education

The public higher education system needs adequate financial resources in order to employ the faculty necessary to provide programs, to provide services and financial aid to students, and to operate the institutions. Elements of financial resources include state appropriations, tuition revenue, financial aid, and private gifts.

Measure: Revenue per Student

Findings:

- Colorado ranked 40th in 1991-92 (approximately 9% less than the national average) in state general fund plus tuition revenue per full-time equivalent student.

- Total general fund and tuition revenue per full-time equivalent student increased in actual dollars (3.2%), but decreased in 1992 dollars between 1990-91 and 1991-92.

- Between 1987-88 and 1991-92, total general fund and tuition revenue per full-time equivalent student increased in 1992 dollars at Local District Colleges (12.1%), Research Universities (8.7%), and Universities and Colleges (7.2%), but dropped at the Specialized-Medical (-13.0%) and Community Colleges (-4.4%).

- Total general fund appropriations per Colorado resident (in-state) full-time equivalent student increased by 4.8% between 1987-88 and 1991-92, but dropped by 8.1% in 1992 dollars.

- The change in total general fund appropriations per Colorado resident full-time equivalent student varied by institutional type. In 1992 dollars all sectors decreased. The drop at the Community Colleges (-17.9%) and Specialized-Medical (-16.3%) sectors, however, was much higher than the other sectors.

- Since 1987-88, tuition income per resident full-time equivalent student increased 33.5%.

- Since 1987-88, tuition income per non-resident full-time equivalent student increased 33.8%.

Measure: State Financial Aid per Resident Full-Time Equivalent Student
Findings:

- Since 1987-88, state financial aid per resident student increased 13.8%, from $230 to $261 per student.

- State financial aid per resident student decreased by 0.2% over the last five years in 1992 dollars.

Measure: Alumni and Private Contributions
Findings:

- Alumni and other private sources contributed over $72 million in 1991-92, up from $42 million in 1987-88.

EDUCATIONAL VALUES AND MEASURES

This section of the ScoreCard reports on the evaluation of the Colorado system of higher education and its students on selected educational values. These values and associated measures are listed below.

Value: Educational Excellence

Excellence is a fundamental value in the public higher education system. Without excellence, access, diversity, and other values are meaningless. Elements of excellence include adequately compensated faculty with high academic achievement who have the ability to facilitate learning, and students with the ability, preparation, interest, and motivation to learn.

Measures:

- ACT and SAT test scores of first-time freshmen
- Performance of Colorado graduates on graduate and professional school exams
- Completion rates
- Average faculty salaries
- Program improvements resulting from institutional assessment

Value: Educational Access and Diversity

A value of great importance in the public higher education system is access--the opportunity to acquire the skills needed to achieve one's individual potential. Elements of access include financial assistance to students with insufficient resources, and geographic access to a variety of academic programs.

Closely related to access is the value of ethnic diversity--equal opportunity for minorities to participate and progress through the higher education system.

Measures:

- Availability of academic programs
- College participation rate
- Degree recipients by ethnicity
- Availability of student financial aid
- Faculty diversity

Value: Efficiency in the Delivery of Education

The public higher education system must provide quality, access, and diversity within available resources in the most efficient manner possible. Elements of efficiency include the productive use of available resources. One measure of efficiency is student/faculty ratios.

Measures:

- Student/faculty ratios

Value: **Adequate Resources for the Delivery of Education**

The public higher education systems needs adequate financial resources to employ the faculty necessary to provide programs, to provide services and financial aid to students, and to operate the institutions. Elements of financial resources include revenue per student, state financial aid appropriations, and private gifts. A number of measures in last year's report have been grouped together under revenue per student. Those measures include total revenue per student (national comparisons), total revenue per student (Colorado comparisons), and state appropriations per resident student. In addition, tables providing tuition income per resident and non-resident student have been included under the revenue per student measure.

Measures:

- Revenue per student
- State financial aid appropriations per resident full-time equivalent student
- Alumni and private contributions

Value: **Educational Excellence**

Measure: **ACT and SAT Test Scores of First-time Freshmen**

Explanation: ACT and SAT scores of first-time freshmen indicate the academic readiness of students to perform college level work. Data is shown for all first-time freshmen who graduated from high school in the previous school year, and who enrolled at one of the twelve four-year colleges and universities from fall 1988 through fall 1992. Applicant data is not collected from community colleges. Averages are shown for both Colorado resident (in-state) and non-resident (out-of-state) students. Colorado and national norms are provided to indicate how the average scores compare.

Findings:

- Enrolled in-state students have lower scores than out-of-state students. The difference between in-state and out-of-state students is approximately 2 points on the ACT and 90 points on the SAT.
- Scores have not changed significantly over the last five years.
- Colorado residents that enroll in-state have higher ACT and lower SAT averages than the state norm. This is probably because the SAT is primarily taken by students who intend to enroll in colleges in other states. In contrast, out-of-state students have much higher average scores on both the ACT and SAT tests than the national norms.

State and National Norms

		1988 HS Grads	1989 HS Grads	1990 HS Grads	1991 HS Grads	1992 HS Grads
Colorado	ACT Average	21.6	21.4	21.4	21.3	21.3
	SAT Average	980	971	966	969	960
National	ACT Average	20.8	20.6	20.6	20.6	20.6
	SAT Average	906	904	903	900	899

Average ACT and SAT Scores
for First-Time Enrolled Freshmen

		Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992
Public Institution Total						
In-state	ACT	22.5	22.6	22.5	22.4	22.5
	SAT	908	908	908	903	909
Out-of-State	ACT	24.8	24.7	24.6	24.4	24.6
	SAT	1,004	1,000	996	992	1,001
Research Universities						
In-state	ACT	24.8	25.0	25.2	24.7	24.9
	SAT	1,000	1,008	1,023	1,006	1,015
Out-of-State	ACT	25.9	25.8	25.7	25.7	25.8
	SAT	1,053	1,048	1,046	1,049	1,054
Universities and Colleges						
In-state	ACT	20.8	20.8	20.7	20.6	20.8
	SAT	836	835	831	829	836
Out-of-State	ACT	21.0	21.4	21.4	21.3	21.2
	SAT	851	861	860	860	857

Measure: **Performance of Colorado Graduates on Graduate and Professional School Exams**

Explanation: Performance of Colorado graduates on graduate and professional school exams is a measure of the academic outcome of education provided by colleges and universities. The following tables report the most recent available Graduate Record, Colorado Bar, CPA, Registered Nurses, and Practical Nurses exam data. National average data are also reported when available for comparison.

Findings:

- Average GRE scores in 1988-89, 1989-90, and 1990-91 of Colorado graduates were higher than the national average.
- University of Colorado graduates had a higher passing percentage (94.0%) on the July 1992 Colorado Bar Examination than the average of all candidates (86.7%).
- Colorado graduates who were first time candidates on the uniform CPA examination exceeded the national average for each of the exam areas.
- Colorado graduates had a higher passing percentage than the national average on the Licensure Examination for Registered Nurses in 1990, 1991, and 1992.
- Community and Local District College graduates had a higher passing percentage than the national average on the Licensure Examination for Practical Nurses in 1990, 1991, and 1992.

GRE Data Reported by Colorado Graduates

	Year	# Examinees	General Test		
			Verbal	Quantitative	Analytical
National Norms	1988-89	...	496	559	552
	1989-90	...	497	562	555
	1990-91	...	500	572	562
State System Summary[1]	1988-89	739	518	586	581
	1989-90	997	509	573	579
	1990-91	1,136	512	576	580
Research Universities	1988-89	589	523	596	593
	1989-90	794	516	592	594
	1990-91	889	518	591	592
Universities and Colleges	1988-89	150	498	544	534
	1989-90	203	480	497	518
	1990-91	247	490	521	536

SOURCE: GRE Undergraduate Institution Summary Statistics Report, 1988-89 through 1990-91

Colorado Bar Examination
Pass/Fail Rates for
First Time Candidates

Law School	Exam Date	# Candidates	% Passing
University of Colorado	July 1991	112	90.2
	July 1992	117	94.0
All Candidates	July 1991	493	83.8
	July 1992	540	86.7

SOURCE: Statistical Information Reports, State Board of Examiners

[1]The reported data is not necessarily representative of students that took the GRE or graduates of a particular school. Some students do not report their undergraduate institution when taking the GRE test, therefore, the data reported do not include all students graduating from Colorado public institutions that took the GRE in the referenced year. Data not available for: ASC - 89, 90 or 91; Mesa - 89, 90 or 91; Metro - 89 or 91; UCD - 90; and WSC - 89, 90 or 91.

Uniform CPA Examination
First Time Candidates

	Year	# Candidates	Percent Passing			
			Auditing	Law	Theory	Practice
National Average	1988	48,634	30.2	31.6	32.9	34.7
	1989	51,504	29.7	29.9	33.0	32.9
	1990	47,807	29.4	30.5	31.6	31.5
State System Summary	1988	432	34.4	41.7	38.6	43.3
	1989	466	34.2	39.4	42.6	43.1
	1990	447	31.6	34.1	36.8	35.5
Research Univ.	1988	148	40.7	48.7	44.4	51.6
	1989	176	37.0	42.0	45.3	47.7
	1990	166	35.3	41.4	39.8	34.2
Univ./Colleges	1988	284	31.1	38.0	35.5	38.9
	1989	290	32.6	37.9	41.0	40.3
	1990	281	29.4	29.8	35.1	36.3

SOURCE:CPA Candidate Performance on the Uniform CPA Examination, 1989, 1990, and 1991 Editions, National Association of State Boards of Accountancy

National Council Licensure Examination for Registered Nurses
First Time Candidates

	1990		1991		1992	
	# Candidates	% Passing	# Candidates	% Passing	# Candidates	% Passing
National Average	65,997	90.7	72,479	91.2	81,450	92.4
State System Summary	598	93.0	689	92.9	707	94.6
Univ./Colleges	124	96.8	150	94.0	188	93.1
Specialized Medical	106	90.6	108	89.8	109	94.5
Community Colleges	368	92.4	431	93.3	410	95.4

SOURCE:National Council Licensure Examination for Registered Nurses Summary Reports, February and September, 1990, 1991, and 1992

National Council Licensure Examination for Practical Nurses
First Time Candidates

	1990		1991		1992	
	# Candidates	% Passing	# Candidates	% Passing	# Candidates	% Passing
National Average	42,191	88.0	46,949	87.9	49,134	89.6
Public Total	250	96.4	268	96.6	328	97.9
Community Colleges	229	96.9	246	96.3	307	98.0
Local District Colleges	21	90.5	22	100.0	21	95.2

SOURCE:National Council Licensure Examination for Practical Nurses Summary Reports, April and October, 1990, 1991, and 1992

Measure: **Completion Rates**

Explanation: Completion of a degree after a set period of time is one measure of academic performance.

Two-Year Programs:

The first table reports the percentages of Colorado students starting full-time in a public two-year program who complete a two-year degree or certificate at any Colorado institution, or who transfer to a Colorado four-year college or university, after two through six years. Data is reported for the classes starting in fall 1986 through fall 1989. The percentage of students who complete a degree or certificate and/or transfer is shown. For example, of the 3,080 students starting as full-time students in the fall 1986 class[1], 23.1% had graduated and/or transferred after two years. 39.5% had graduated and/or transferred after six years.

Findings:

- Approximately 9% more students complete a degree or certificate or transfer after three years (about 35%) compared to after two years (about 26%). There are relatively few additional graduates and/or transfers after three years (39.5% after six years) for the class of 86.
- The percentages of students completing a degree and/or transferring are higher for the fall 1987 class compared to the fall 1986 class, but those rates dropped for the fall 1988 and fall 1989 classes.
- Ethnic minorities have lower two-year completion and/or transfer rates than Whites. Blacks have the lowest completion/transfer rate.
- Approximately 50% of local district colleges students complete/transfer after three years, compared to 34% of students at state system schools.

Percent Receiving a Two-Year Degree or Certificate and/or Transferring for In-State, Degree-Seeking Students Enrolling Full-Time in Their First Term at Institutions with Two-Year Programs

Ethnicity	Fall	Size of Class	Results After: 2 Years	3 Years	4 Years	5 Years	6 Years
Public Institution Total							
Total	86	3,080	23.1	32.0	35.5	38.3	39.5
	87	4,171	29.2	38.7	42.1	44.2	
	88	4,466	28.2	37.9	41.6		
	89	5,177	26.1	35.6			

[1]Data for Colorado Mountain College, Morgan Community College, Northeastern Junior College, and Trinidad State Junior College was not available for the fall 1986 class. All state system community colleges are represented in the fall 1987 data.

Ethnicity	Fall	Size of Class	Results After: 2 Years	3 Years	4 Years	5 Years	6 Years
State System Summary							
Black	86	113	8.0	13.3	14.2	20.4	20.4
	87	143	11.2	19.6	21.7	25.2	
	88	141	15.6	23.4	28.4		
	89	183	16.9	23.0			
Nat Amer	86	40	22.5	25.0	27.5	35.0	37.5
	87	51	17.6	31.4	33.3	37.3	
	88	55	18.2	27.3	29.1		
	89	57	17.5	38.6			
Asian	86	91	13.2	22.0	30.8	31.9	33.0
	87	80	18.8	33.8	38.8	40.0	
	88	75	29.3	40.0	44.0		
	89	99	33.3	41.4			
Hispanic	86	374	17.4	24.6	27.5	29.4	30.2
	87	484	19.6	25.0	27.9	31.0	
	88	615	24.1	32.5	35.1		
	89	707	18.5	25.5			
White	86	2,079	23.2	31.4	34.9	37.7	39.0
	87	2,348	27.3	37.8	41.6	43.8	
	88	2,466	25.7	35.4	39.9		
	89	2,976	24.6	34.5			
Total	86	2,697	21.4	29.3	32.8	35.6	36.7
	87	3,106	25.0	34.7	38.3	40.7	
	88	3,352	24.9	34.3	38.5		
	89	4,022	23.3	32.6			
Local District Colleges							
Black	86	7	14.3	57.1	57.1	57.1	57.1
	87	26	15.4	26.9	30.8	30.8	
	88	17	35.3	35.3	35.3		
	89	16	25.0	31.3			
Nat Amer	86	5	20.0	40.0	40.0	40.0	40.0
	87	7	14.3	14.3	14.3	28.6	
	88	15	33.3	46.7	60.0		
	89	20	40.0	60.0			
Asian	86	5	40.0	40.0	60.0	60.0	60.0
	87	7	42.9	42.9	57.1	57.1	
	88	10	40.0	50.0	50.0		
	89	6	50.0	66.7			
Hispanic	86	60	20.0	31.7	33.3	36.7	36.7
	87	66	21.2	33.3	34.8	37.9	
	88	114	26.3	33.3	36.0		
	89	112	20.5	26.8			
White	86	306	38.9	55.2	59.2	62.4	64.1
	87	959	43.6	52.5	55.1	56.4	
	88	958	39.5	50.6	53.1		
	89	1,001	37.7	47.7			
Total	86	383	35.2	51.2	54.8	58.0	59.3
	87	1,065	41.3	50.3	53.0	54.5	
	88	1,114	38.0	48.6	51.2		
	89	1,155	35.9	45.7			

Four-Year Programs:

The table on the following page reports the percentages of students starting full-time in a degree program at a four-year college or university who complete a baccalaureate degree at any Colorado public institution after four, five, or six years. Currently available data allows the class starting in fall 1986 to be tracked for six years (through graduates in spring 1992), and the class starting in fall 1988 to be tracked for four years.

Findings:

- More students take five years than four years to complete a baccalaureate degree. Of students who enrolled in fall 1986, 18.6% completed after four years, and 43.8% completed after five years. After six years, 52.5% had graduated.

- The fall 1988 class (10,315) was larger than the fall 1986 class (9,148), but a lower percentage graduated after four years, 16.9% compared to 18.6%. The four-year graduation rate decreased for each class.

- Students in the Research University Sector are much more likely to graduate after four, five, or six years than students in the University and College Sector. Of the fall 1986 class, 67.6% of the Research University students graduated after six years, compared to 39.9% in the Universities and Colleges.

- In both institutional sectors, ethnic minority students are less likely than White students to complete their degree after four, five or six years. This difference is greatest for Black students, who are only half as likely to graduate after six years in the Research University Sector (37.5% vs. 69.6%) and one third as likely in the University and College Sector (15.3% vs. 42.0%).

Percents Receiving a Four-Year Degree for In-State, Degree-Seeking Freshmen Enrolling Full-Time in Their First Term at Colorado Four-Year Colleges and Universities

Ethnicity	Fall	Size of Class	Results After: 4 Years	5 Years	6 Years
State System Summary					
Total	86	9,148	18.6	43.8	52.5
	87	9,902	17.4	42.5	
	88	10,315	16.9		
Research Universities					
Black	86	80	8.8	30.0	37.5
	87	99	4.0	24.2	
	88	118	5.1		
Nat Amer	86	28	10.7	35.7	39.3
	87	22	31.8	63.6	
	88	40	7.5		
Asian	86	172	30.2	59.3	67.4
	87	211	24.2	55.0	
	88	231	19.9		
Hispanic	86	269	16.4	43.5	52.8
	87	292	14.7	41.4	
	88	334	13.8		
White	86	3,620	27.3	61.4	69.6
	87	3,653	27.1	61.5	
	88	3,674	25.9		
Total	86	4,169	26.2	59.3	67.6
	87	4,277	25.6	59.0	
	88	4,397	23.9		
Universities and Colleges					
Black	86	124	4.0	11.3	15.3
	87	119	2.5	14.3	
	88	148	8.1		
Nat Amer	86	50	6.0	20.0	30.0
	87	49	8.2	26.5	
	88	50	6.0		
Asian	86	126	10.3	26.2	34.1
	87	122	5.7	26.2	
	88	148	6.8		
Hispanic	86	493	7.7	22.5	30.4
	87	585	8.0	21.5	
	88	663	5.7		
White	86	4,186	13.2	32.6	42.0
	87	4,750	11.9	31.6	
	88	4,909	12.8		
Total	86	4,979	12.3	30.8	39.9
	87	5,625	11.1	30.0	
	88	5,918	11.7		

Measure: **Average Faculty Salary**

Explanation: Average faculty salary data indicates how Colorado colleges compete with other colleges in faculty compensation. The following table displays average salaries of full-time faculty as compared to the average full-time faculty salaries at peer institutions[1]. Sector, state system, and public institution means are weighted averages (weighted by number of full-time faculty reported).

Findings:

- Statewide, average full-time faculty salaries at Colorado colleges are below the average salaries of their peer institutions. On average in 1990-91, faculty at Research Universities received 98% of their peer salaries ($48,832 vs. $49,616), while faculty at Universities and Colleges received 93% of their peer salaries ($38,273 vs. $41,373). Community College faculty received 86% of their peer salaries ($29,657 vs. $34,431), and faculty at Local District Colleges received 87% of their peer salaries ($29,927 vs. $34,431).

- On average in 1990-91, full-time faculty at Research Universities earned $10,600 more than full-time faculty at Universities and Colleges, while full-time Community College faculty earned about $8,600 less than full-time faculty at Universities and Colleges.

Comparison of Salaries of Full-Time Faculty[2]

	Weighted Average of Peer Salaries	Weighted Average of Campus Salaries	Index
Public Institution Total 1990	$41,667	$39,056	.94
1991	$43,488	$41,051	.94
State System Summary 1990	$41,613	$39,109	.94
1991	$44,035	$41,722	.95
Research Universities 1990	$47,868	$46,390	.97
1991	$49,616	$48,832	.98
Universities & Colleges 1990	$39,455	$36,305	.92
1991	$41,373	$38,273	.93
Community Colleges 1990	$32,086	$27,918	.87
1991	$34,431	$29,657	.86
Local District Colleges 1990	$32,086	$28,242	.88
1991	$34,431	$29,927	.87

[1]The peers are all United States institutions with the same Carnegie classification. The Carnegie classification of higher education institutions groups American colleges and universities on the basis of their missions and educational functions.

[2]Comparative salary data for the Specialized-Medical group are not available at this time.

Measure: **Program Improvements Resulting From Institutional Assessment**

Explanation: A measure of program improvements resulting from institutional evaluation and consideration of the Institutional Assessments mandated by the CCHE Accountability Statute.

Findings:
CCHE staff examined institutional assessment reports from 1989 to 1992 to determine program improvements attributable to assessment efforts. A content analysis, examining every fifteenth paragraph[1] from each assessment report, examined the types of program improvements attributed to assessment that were instituted each year.

Changes reported by the institutions were grouped into three areas of program improvement:

- assessment measures
- support services, retention, and advising
- curriculum/courses, changes in the classroom, and systemic changes

The changes are reported in the following table. The number of reported changes increased each year, from 9 in 1989, to 51 in 1990, 68 in 1991, and 84 in 1992.

Changes in assessment measures indicate compliance with the statute and efforts to improve assessment techniques within an institution. Changes in student support, retention efforts, and advising can affect a student's overall success at an institution. Changes in curriculum or courses, in the classroom, or systemic institutional changes have the greatest likelihood of improving the learning experience of students.

The data show that changes outside of the classroom are addresser first and classroom changes slowly follow. In 1989, the first year of institutional assessment, there were very few changes reported because institutions had just begun their formal assessment implementation. But in 1990, the number of changes increased over 500%, with significant increases in the number of changes in curriculum and the classroom. Curriculum changes included curriculum sequencing changes, deleting or adding courses, changing the times classes are offered, and defining prerequisite courses. 1991 was a year of experimentation as new measures were developed, and changes in support areas and classroom assessment increased. Changes in assessment measures were most common in 1991 compared to the other three years. Support area changes increased while curriculum changes stabilized. In 1992, curriculum and classroom changes increased while support services and assessment measures stabilized.

The data show that more and more programmatic changes are happening each year, and that these changes are focusing more and more on classroom activities.

Program Improvements[2]

Change Category[3]	1989	1990	1991	1992
Assessment Measures	3	6	14	11
Student Support, Retention, & Advising	1	9	20	24
Curriculum, Classroom, & Systemic Changes	5	36	34	49
Total	9	51	68	84

[1]Because of the sampling, results do not represent all of the changes made. However, since it is likely that many changes are reported in several consecutive paragraphs, the sample may capture about half of all the reported changes.

[2]SOURCE: *Implementing an Accountability Statute*, Stephanie Cunningham, CCHE Academic Officer, from a presentation presented at the American Association of Higher Education Assessment & Continuous Quality Improvement Conference, June 9-12, 1993.

[3]Counts are based on a sample of the Assessment Reports. They DO NOT represent a complete count of all changes which occurred.

Value: **Educational Access and Diversity**

Measure: **Availability of Academic Programs**

Explanation: The availability of academic programs indicates the accessibility of educational opportunities available to Colorado students. The following maps show the location of public higher education degree programs by level and the population density of the counties. Coursework that does not lead to a complete program is also offered at a variety of sites throughout the state and via telecommunications.

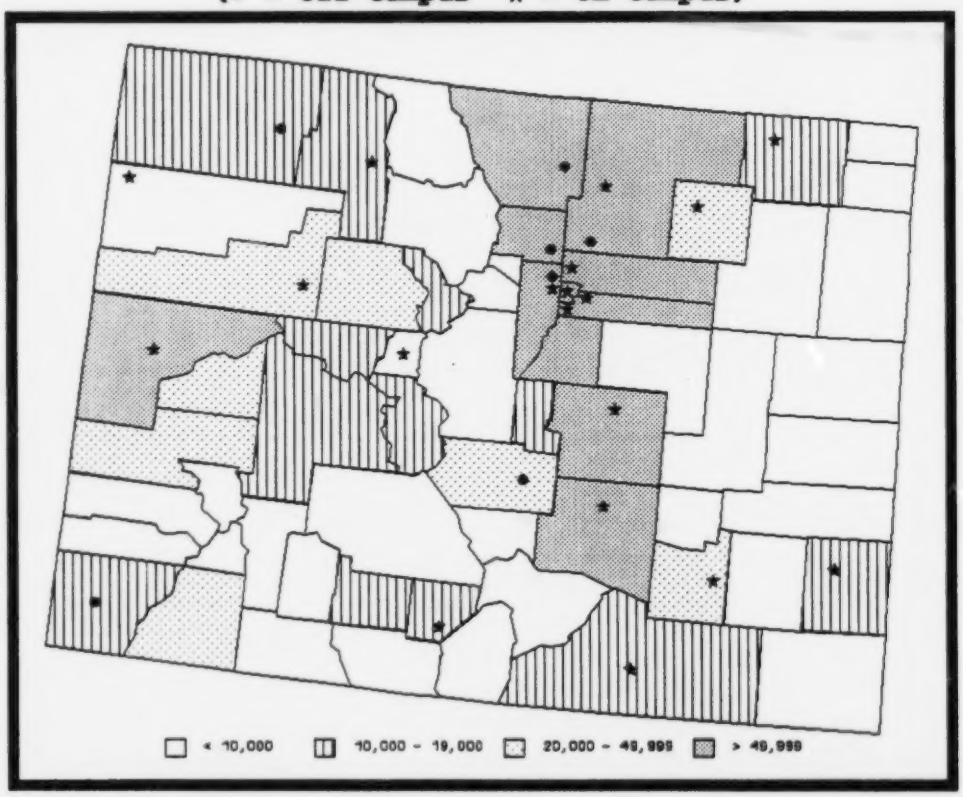
Findings:

- Associate degrees are offered by 17 institutions[1] at 26 locations.
- Thirteen institutions offer undergraduate degrees at 18 sites.
- Graduate level programs are provided by nine institutions. Those programs are offered at 23 locations, however, only a limited number of programs are offered off the nine campuses.

Location of Public Higher Education Degree Programs and Population

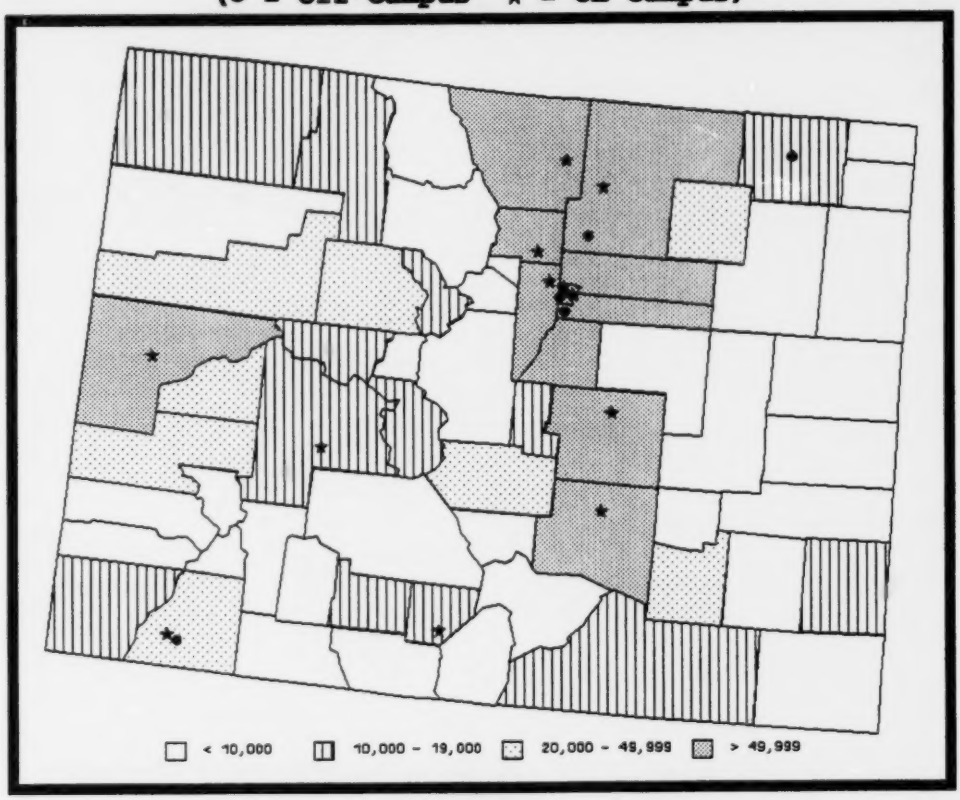
Associate

(● = Off-Campus ★ = On-Campus)

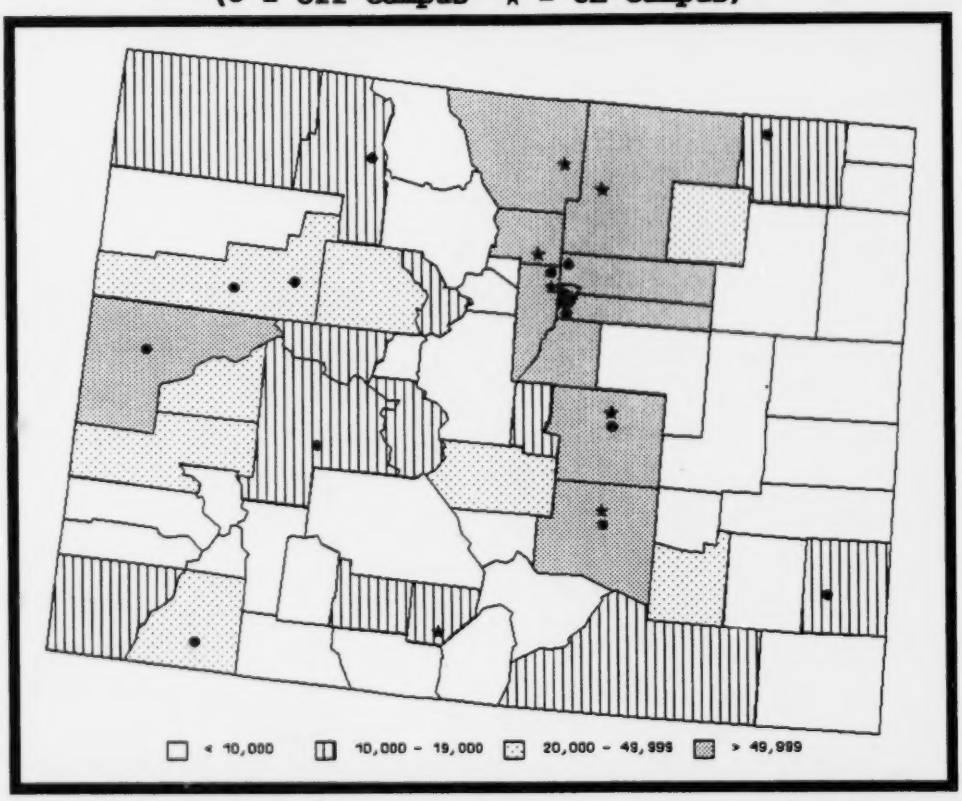


[1] Colorado Mountain College has three main campuses.

Baccalaureate
(● = Off-Campus ★ = On-Campus)



Graduate
(● = Off-Campus ★ = On-Campus)



Measure: **College Participation Rate**

Explanation: First-time students as a percent of high school graduates is a measure of college participation rate. The following two tables present the number of high school graduates by ethnicity for FY 1987-88 through FY 1991-92, and the percent of these graduates enrolling in a Colorado public college or university the following fall. Enrollment includes all high school students that attend a higher education institution (whether or not they are seeking a degree) in the fall following high school graduation.

Findings:

- Overall participation in Colorado public colleges increased between fall 1988 and fall 1992, from 37.7% to 41.8%. Although this increase is significant, the fall 1992 rate is less than the highest participation rate, 44%, that occurred in fall 1991. (Note: This does not include Colorado high school graduates that go to college out of state, attend a private college or university in Colorado, or delay college enrollment for one or more semesters after graduating from high school.)

- Participation differs among racial/ethnic groups. Participation of Hispanics, for example, increased each year from 1987 to 1991, but dropped in 1992. The participation of each of the other groups was more erratic during the five year period. While the fall 1992 participation rate for minorities in total is below the fall 1991 level, it exceeds the White rate for the first time ever. The Black group were the only race/ethnic group to increase between fall 1991 and fall 1992.

- The increase in participation rates differs among institutional types. Overall, the participation rate during the five year period decreased at the Research Universities (12.0% to 11.2%), and increased at the Universities and Colleges, Community Colleges, and Local District Colleges. In fact, most of the overall increase in participation is due to the increase at state system community colleges. The rates for all sectors in 1992 were below 1991 levels.

High School Graduates by Ethnicity

Ethnicity	FY 88	FY 89	FY 90	FY 91	FY 92
Black	1,426	1,507	1,387	1,386	1,286
Nat Amer	185	203	200	195	222
Asian	787	791	874	834	915
Hispanic	4,102	4,116	4,016	4,066	4,094
Minority Total	6,500	6,617	6,477	6,481	6,517
White	29,477	28,903	26,490	24,812	24,542
Total	35,977	35,520	32,967	31,293	31,059

Participation Rate of First-Time In-State Students Who Graduated from High School in Previous Year

Ethnicity	Fall 88	Fall 89	Fall 90	Fall 91	Fall 92
Public Institution Total					
Black	24.8%	23.6%	28.7%	31.5%	32.8%
Nat Amer	55.1%	48.8%	60.0%	64.1%	48.6%
Asian	52.0%	48.9%	49.0%	61.3%	59.5%
Hispanic	31.4%	33.4%	40.1%	42.3%	41.9%
Minority Total	33.1%	33.5%	39.5%	43.1%	42.8%
White	38.8%	40.6%	41.5%	44.2%	41.6%
Total	37.7%	39.3%	41.1%	44.0%	41.8%
State System Summary					
Black	23.8%	22.9%	27.7%	30.2%	31.6%
Nat Amer	50.8%	43.8%	53.5%	55.4%	43.2%
Asian	51.1%	48.4%	48.3%	60.2%	58.0%
Hispanic	29.5%	31.3%	37.1%	38.7%	38.4%
Minority Total	31.5%	31.8%	37.1%	40.1%	40.0%
White	35.5%	36.8%	36.9%	39.7%	37.5%
Total	34.8%	35.9%	36.9%	39.8%	38.0%
Research Universities					
Black	7.9%	6.8%	8.0%	7.4%	5.3%
Nat Amer	15.7%	10.8%	14.5%	11.3%	12.2%
Asian	27.4%	25.5%	25.4%	28.7%	26.1%
Hispanic	7.4%	7.2%	7.9%	8.7%	7.4%
Minority Total	10.2%	9.4%	10.5%	11.1%	9.8%
White	12.4%	12.1%	11.3%	11.9%	11.6%
Total	12.0%	11.6%	11.1%	11.8%	11.2%

Ethnicity	Fall 88	Fall 89	Fall 90	Fall 91	Fall 92
Universities and Colleges					
Black	9.1%	9.9%	10.2%	10.3%	13.0%
Nat Amer	21.1%	18.2%	20.0%	21.5%	11.7%
Asian	15.2%	14.0%	14.0%	19.4%	21.4%
Hispanic	14.3%	15.6%	17.4%	16.8%	17.6%
Minority Total	13.4%	14.2%	15.5%	15.9%	17.0%
White	16.6%	16.6%	16.9%	17.4%	16.9%
Total	16.0%	16.2%	16.6%	17.1%	17.0%
Community Colleges					
Black	6.8%	6.2%	9.4%	12.5%	13.3%
Nat Amer	14.1%	14.8%	19.0%	22.6%	19.4%
Asian	8.4%	8.8%	8.9%	12.1%	10.5%
Hispanic	7.8%	8.5%	11.8%	13.2%	13.3%
Minority Total	7.8%	8.2%	11.1%	13.2%	13.1%
White	6.4%	8.1%	8.7%	10.3%	9.0%
Total	6.7%	8.1%	9.2%	10.9%	9.8%
Local District Colleges					
Black	.9%	.7%	1.0%	1.4%	1.2%
Nat Amer	4.3%	4.9%	6.5%	8.7%	5.4%
Asian	.9%	.5%	.7%	1.1%	1.4%
Hispanic	1.9%	2.1%	3.0%	3.5%	3.5%
Minority Total	1.6%	1.7%	2.4%	2.9%	2.9%
White	3.3%	3.8%	4.6%	4.5%	4.1%
Total	3.0%	3.4%	4.2%	4.2%	3.8%

SOURCE: SURDS Enrollment Files and CDE Records CCHE

Explanation: The following table presents data on the participation of students at Colorado public four-year colleges and universities by their high school graduating class quartile ranks. Applicant data is not collected from community colleges.

Findings:

- Statewide, about fifty percent of all students from the top quartile of their high school classes enroll in the following fall. This rate has not changed significantly over the last five years.

- In fall 1992, 34.0% of students in the second quartile, 17.1% of students in the third quartile, and 4.1% of students from the bottom quartile enrolled in a four-year college or university.

- More students from the top quartile enroll at Research Universities than at Universities and Colleges (29.8% versus 19.1%), but in each of the other quartiles a greater number enroll at Universities and Colleges than at Research Universities.

Participation by Quartile Ranks
in Colorado Four-Year Public Colleges and Universities
for Students Graduating from a Colorado High School the Previous Year

	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992
Public Institution Total					
Top Quarter	48.8%	46.8%	48.1%	49.5%	48.9%
2nd Quarter	37.2%	35.8%	34.1%	36.0%	34.0%
3rd Quarter	21.5%	19.9%	18.8%	19.7%	17.1%
Bottom Quarter	5.3%	4.7%	4.4%	4.6%	4.1%
Research Universities					
Top Quarter	29.9%	28.5%	29.2%	31.4%	29.8%
2nd Quarter	15.2%	13.6%	11.5%	12.3%	11.0%
3rd Quarter	4.0%	2.5%	1.5%	2.1%	1.7%
Bottom Quarter	.3%	.2%	.2%	.1%	.1%
Universities and Colleges					
Top Quarter	18.9%	18.3%	18.8%	18.2%	19.1%
2nd Quarter	22.1%	22.2%	22.6%	23.7%	23.0%
3rd Quarter	17.5%	17.4%	17.3%	17.6%	15.4%
Bottom Quarter	5.0%	4.6%	4.2%	4.4%	4.0%

Measure: **Degree Recipients by Ethnicity**

Explanation: Graduation rates by ethnicity indicate whether access to college is available for all students, regardless of ethnicity. The following table lists the number of graduates by degree level and ethnicity over the last five years.

Findings:

- The number of minority graduates increased at all degree levels between 1987-88 and 1991-92. The number of certificate/associate degrees awarded to minorities increased by 315, while baccalaureate and graduate degrees increased by 307 and 84, respectively.
- Minorities received a higher proportion of certificate and associate degrees (15.5%) in 1991-92 than baccalaureate (9.8%) or graduate (6.9%) degrees.
- While the number of minorities receiving certificates/associate degrees increased in 1991-92, their percentage share of those degrees decreased from 16.1% to 15.5% At the graduate level, the number and percent of degrees earned by minorities increased.

Ethnicity of Graduates

Degree Level	Ethnicity	FY 87-88	FY 88-89	FY 89-90	FY 90-91	FY 91-92
Public Institution Total						
Cert/Assoc	Total Graduates	5,362	5,746	6,061	6,315	6,872
	Total Minorities	748	688	901	1,014	1,063
	Minority %	14.0%	12.0%	14.9%	16.1%	15.5%
	Black	2.6%	2.5%	2.8%	2.9%	3.0%
	Native American	1.0%	.8%	1.1%	1.0%	1.1%
	Asian	1.2%	1.1%	1.7%	1.6%	1.4%
	Hispanic	9.2%	7.7%	9.2%	10.5%	10.0%
	Non-Resident Alien	3.1%	2.5%	2.0%	1.8%	2.1%
	White/Unknown	83.0%	85.5%	83.2%	82.1%	82.4%
Bachelor	Total Graduates	13,016	13,292	14,126	14,189	14,870
	Total Minorities	1,148	1,146	1,298	1,389	1,455
	Minority %	8.8%	8.6%	9.2%	9.8%	9.8%
	Black	1.4%	1.3%	1.5%	1.7%	1.6%
	Native American	.7%	.6%	.7%	.7%	.7%
	Asian	2.6%	2.3%	2.7%	2.8%	2.6%
	Hispanic	4.1%	4.3%	4.4%	4.6%	4.9%
	Non-Resident Alien	1.8%	1.9%	1.5%	1.4%	1.3%
	White/Unknown	89.3%	89.5%	89.3%	88.8%	88.9%
Graduate	Total Graduates	4,533	4,775	4,884	4,929	5,275
	Total Minorities	281	283	296	319	365
	Minority %	6.2%	5.9%	6.1%	6.5%	6.9%
	Black	.8%	.8%	.9%	1.1%	1.2%
	Native American	.5%	.5%	.5%	.5%	.5%
	Asian	1.8%	1.8%	1.7%	1.7%	2.3%
	Hispanic	3.1%	2.8%	3.0%	3.1%	2.9%
	Non-Resident Alien	8.4%	8.9%	10.6%	10.2%	10.6%
	White/Unknown	85.4%	85.2%	83.3%	83.3%	82.5%

SOURCE: SURDS Degrees Granted Files CCHE

Ethnicity of Graduates

Degree Level	Ethnicity	FY 87-88	FY 88-89	FY 89-90	FY 90-91	FY 91-92
State System Summary						
Cert/Assoc	Total Graduates	4,149	4,443	4,646	4,918	5,325
	Total Minorities	696	609	813	905	949
	Minority %	16.8%	13.7%	17.5%	18.4%	17.8%
	Black	3.3%	2.7%	3.6%	3.6%	3.8%
	Native American	1.2%	.9%	1.2%	.9%	1.1%
	Asian	1.4%	1.3%	2.1%	2.0%	1.6%
	Hispanic	10.8%	8.8%	10.6%	11.9%	11.3%
	Non-Resident Alien	3.6%	3.2%	2.3%	2.1%	2.6%
	White/Unknown	79.6%	83.1%	80.2%	79.5%	79.6%
Bachelor	Total Graduates	13,016	13,292	14,126	14,189	14,870
	Total Minorities	1,148	1,146	1,298	1,389	1,455
	Minority %	8.8%	8.6%	9.2%	9.8%	9.8%
	Black	1.4%	1.3%	1.5%	1.7%	1.6%
	Native American	.7%	.6%	.7%	.7%	.7%
	Asian	2.6%	2.3%	2.7%	2.8%	2.6%
	Hispanic	4.1%	4.3%	4.4%	4.6%	4.9%
	Non-Resident Alien	1.8%	1.9%	1.5%	1.4%	1.3%
	White/Unknown	89.3%	89.5%	89.3%	88.8%	88.9%
Graduate	Total Graduates	4,533	4,775	4,884	4,929	5,275
	Total Minorities	281	283	296	319	365
	Minority %	6.2%	5.9%	6.1%	6.5%	6.9%
	Black	.8%	.8%	.9%	1.1%	1.2%
	Native American	.5%	.5%	.5%	.5%	.5%
	Asian	1.8%	1.8%	1.7%	1.7%	2.3%
	Hispanic	3.1%	2.8%	3.0%	3.1%	2.9%
	Non-Resident Alien	8.4%	8.9%	10.6%	10.2%	10.6%
	White/Unknown	85.4%	85.2%	83.3%	83.3%	82.5%
Research Universities						
Bachelor	Total Graduates	6,886	6,801	7,295	7,352	7,649
	Total Minorities	465	435	492	559	590
	Minority %	6.8%	6.4%	6.7%	7.6%	7.7%
	Black	1.0%	.8%	1.1%	1.2%	.9%
	Native American	.4%	.4%	.3%	.5%	.4%
	Asian	2.7%	2.5%	2.6%	3.0%	3.0%
	Hispanic	2.6%	2.8%	2.8%	2.9%	3.4%
	Non-Resident Alien	1.9%	2.6%	1.7%	1.5%	1.3%
	White/Unknown	91.3%	91.0%	91.6%	90.9%	91.0%
Graduate	Total Graduates	2,283	2,343	2,349	2,508	2,588
	Total Minorities	104	127	130	144	177
	Minority %	4.6%	5.4%	5.5%	5.7%	6.8%
	Black	.4%	.7%	.7%	.6%	1.0%
	Native American	.7%	.5%	.6%	.6%	.7%
	Asian	2.0%	1.8%	1.9%	2.0%	2.5%
	Hispanic	1.5%	2.4%	2.3%	2.6%	2.6%
	Non-Resident Alien	14.3%	15.5%	18.6%	17.0%	17.7%
	White/Unknown	81.2%	79.0%	75.9%	77.3%	75.5%

SOURCE: SURDS Degrees Granted Files CCHE

Ethnicity of Graduates

Degree Level	Ethnicity	FY 87-88	FY 88-89	FY 89-90	FY 90-91	FY 91-92
Universities and Colleges						
Cert/Assoc	Total Graduates	292	262	258	262	285
	Total Minorities	27	15	26	23	20
	Minority %	9.2%	5.7%	10.1%	8.8%	7.0%
	Black	.7%	0.0%	.4%	.8%	.7%
	Native American	.7%	.8%	1.9%	0.0%	.4%
	Asian	0.0%	.4%	.4%	.4%	.4%
	Hispanic	7.9%	4.6%	7.4%	7.6%	5.6%
	Non-Resident Alien	1.4%	4.6%	5.4%	3.4%	3.2%
	White/Unknown	89.4%	89.7%	84.5%	87.8%	89.8%
Bachelor	Total Graduates	5,968	6,331	6,633	6,622	6,946
	Total Minorities	668	693	787	809	836
	Minority %	11.2%	10.9%	11.9%	12.2%	12.0%
	Black	1.9%	1.9%	1.9%	2.2%	2.3%
	Native American	1.1%	.9%	1.0%	.9%	1.0%
	Asian	2.5%	2.1%	2.8%	2.5%	2.2%
	Hispanic	5.7%	6.0%	6.2%	6.6%	6.5%
	Non-Resident Alien	1.8%	1.2%	1.3%	1.3%	1.3%
	White/Unknown	87.0%	87.8%	86.8%	86.5%	86.7%
Graduate	Total Graduates	1,801	2,037	2,130	2,018	2,206
	Total Minorities	142	125	139	138	145
	Minority %	7.9%	6.1%	6.5%	6.8%	6.6%
	Black	1.3%	.9%	1.1%	1.6%	1.6%
	Native American	.3%	.5%	.3%	.5%	.2%
	Asian	1.3%	1.7%	1.3%	1.3%	1.9%
	Hispanic	5.0%	3.0%	3.8%	3.4%	2.9%
	Non-Resident Alien	3.2%	2.8%	3.7%	3.6%	4.4%
	White/Unknown	89.0%	91.1%	89.8%	89.6%	89.0%
Specialized-Medical						
Bachelor	Total Graduates	162	160	198	215	275
	Total Minorities	15	18	19	21	29
	Minority %	9.3%	11.3%	9.6%	9.8%	10.5%
	Black	1.2%	1.9%	2.0%	1.9%	1.8%
	Native American	1.2%	.6%	1.0%	.9%	.4%
	Asian	1.2%	6.3%	3.0%	4.2%	3.3%
	Hispanic	5.6%	2.5%	3.5%	2.8%	5.1%
	Non-Resident Alien	0.0%	0.0%	.5%	.5%	1.1%
	White/Unknown	90.7%	88.8%	89.9%	89.8%	88.4%
Graduate	Total Graduates	449	395	405	403	481
	Total Minorities	35	31	27	37	43
	Minority %	7.8%	7.8%	6.7%	9.2%	8.9%
	Black	1.3%	.5%	.7%	1.7%	.6%
	Native American	.7%	.5%	.2%	.2%	.8%
	Asian	2.7%	2.3%	2.5%	1.7%	3.1%
	Hispanic	3.1%	4.6%	3.2%	5.5%	4.4%
	Non-Resident Alien	0.0%	.5%	1.2%	1.5%	.4%
	White/Unknown	92.2%	91.6%	92.1%	89.3%	90.6%

SOURCE: SURDS Degrees Granted Files CCHE

Ethnicity of Graduates

Degree Level	Ethnicity	FY 87-88	FY 88-89	FY 89-90	FY 90-91	FY 91-92
Community Colleges						
Cert/Assoc	Total Graduates	3,857	4,181	4,388	4,656	5,040
	Total Minorities	669	594	787	882	929
	Minority %	17.3%	14.2%	17.9%	18.9%	18.4%
	Black	3.5%	2.9%	3.7%	3.8%	4.0%
	Native American	1.2%	.9%	1.2%	1.0%	1.2%
	Asian	1.5%	1.4%	2.2%	2.1%	1.7%
	Hispanic	11.1%	9.0%	10.8%	12.1%	11.6%
	Non-Resident Alien	3.8%	3.2%	2.2%	2.0%	2.6%
	White/Unknown	78.9%	82.6%	79.9%	79.1%	79.0%
Local District Colleges						
Cert/Assoc	Total Graduates	1,213	1,303	1,415	1,397	1,547
	Total Minorities	52	79	88	109	114
	Minority %	4.3%	6.1%	6.2%	7.8%	7.4%
	Black	.2%	1.6%	.5%	.3%	.4%
	Native American	.3%	.4%	.7%	1.5%	1.0%
	Asian	.3%	.2%	.3%	.4%	.6%
	Hispanic	3.4%	3.8%	4.7%	5.7%	5.4%
	Non-Resident Alien	1.2%	.1%	.8%	1.0%	.3%
	White/Unknown	94.6%	93.9%	93.0%	91.2%	92.3%

SOURCE: SURDS Degrees Granted Files CCHE

Measure: **Availability of Student Financial Aid**

Explanation: National data for 1991-92 compares Colorado's expenditures on financial aid with that of other states.

Findings:

- Colorado state funding for the Colorado Student Grant Program, the Colorado Student Incentive Grant Program, and the Diversity Grant Program accounts for about 39% of all state aid in Colorado. This funding is about half of the national average (76%) of state grant aid for comprehensive undergraduate need-based grant programs.

- Colorado ranks 22nd in total expenditures for undergraduate need-based grants.

- Other undergraduate need-based aid ranks for Colorado are:

  - 23rd on estimated grant dollars per resident population
  - 23rd on estimated grant dollars per resident college-age population
  - 25th on estimated grant dollars to undergraduates per full-time undergraduate enrollment
  - 23rd on the proportion of full-time undergraduates receiving awards

- Of the 31 states that offer non-need-based aid to undergraduates, Colorado ranks 7th in total funding for this type of aid, including National Guard Tuition Assistance, Nursing Scholarships, and Undergraduate Merit Scholarships.

- Of the 16 states that offer state work-study programs, Colorado ranks 2nd in funding for these programs.

SOURCE: National Association of State Scholarship and Grant Programs -- Annual Report, 1991-92.

The following table displays the distribution of Colorado financial aid awards, by aid category, for 1989-90 through 1991-92.

- Overall, state aid grew by 21.3% from 1989-90 to 1991-92. The largest increases were in diversity awards, Native American tuition assistance, and work-study awards which grew by 149.3%, 32.4%, and 24.9%, respectively.

- The private school grant was not funded in FY 1991-92.

- In 1991-92, one-third of the total state awards was expended in the undergraduate need-based category ($12 million of $35.4 million).

Distribution of State Aid to Categories

	FY 1989-90	FY 1990-91	FY 1991-92	% Change 1989-90 to 1991-92
Undergraduate Need Based	$10,270,765	$11,247,482	$11,997,877	16.8
Undergraduate Merit	7,155,197	8,092,453	8,203,813	14.7
Work Study	7,442,729	9,277,165	9,299,432	24.9
Graduate (Need & Merit)	1,897,782	2,196,389	2,147,852	13.2
Diversity	566,300	1,098,982	1,411,616	149.3
Native Amer. Tuition Assist.	1,214,089	1,280,812	1,607,093	32.4
Categorical Programs	533,843	657,181	239,248	-55.2
Private School Grant	100,000	100,000	0	-100.0
Part-Time Grant	...	...	500,000	...
Total	29,180,705	33,950,464	35,406,931	21.3

SOURCE: Institutional Financial Reports CCHE

The following table displays data on all financial aid awards from 1989-90 through 1991-92, comparing total awards (including federal awards and loans) with state aid.

- Total aid awarded increased by 23.0% from 1989-90 to 1991-92, with a higher percent increase (42.2%) at the state two-year public institutions.
- Total state aid increased by 21.8%, with a larger increase going to the "All Others" sector, which includes private institutions. Total state aid in 1991-92 ($34 million) accounted for only 7.3% of the total aid awarded in Colorado ($468 million).
- The total number of financial aid recipients increased by 9.9% from 1989-90 to 1991-92. The largest increase (13.7%) occurred at the two-year, public institutions.
- The total number of recipients of state aid awards increased by 17.6% from 1989-90 to 1991-92. The increase differed by institutional types, by 11.6% at public, four-year institutions, by 22.4% at public, two-year institutions, and by 45.0% at all other institutions.
- The average total award increased by 12.0% from 1989-90 to 1991-92 (from $3,933 to $4,403). In 1991-92, the average award at public, two-year institutions was about 38% of the average award at public, four-year institutions ($1,812 vs $4,824).
- The average size of state aid awards increased by 3.6% between 1989-90 and 1991-92. In 1991-92, state aid awards composed about 25% of total average awards at public, four-year institutions ($1,215 of $4,824) and about 55% of total average awards at public, two-year institutions ($993 of $1,812).

Financial Aid Awards[1]

	FY 1989-90	FY 1990-91	FY 1991-92	% Change FY 1989-90 to FY 1991-92
Total Aid Awarded	$380,732,351	$403,684,698	$468,231,289	23.0
to 4-Yr Public	$225,373,511	$241,299,764	$278,914,068	23.8
to 2-Yr Public	$34,562,590	$40,655,045	$49,139,950	42.2
to All Others	$120,796,250	$121,729,889	$140,177,271	16.0
State Aid	$28,072,093	$32,868,089	$34,194,990	21.8
to 4-Yr Public	$20,596,810	$22,748,663	$23,169,679	12.5
to 2-Yr Public	$5,111,650	$6,587,849	$7,105,266	39.0
to All Others	$2,363,633	$3,531,577	$3,920,045	65.8
Total Recipients	96,800	98,945	106,338	9.9
to 4-Yr Public	51,886	53,755	57,823	11.4
to 2-Yr Public	23,858	24,284	27,125	13.7
to All Others	21,056	20,906	21,390	1.6
State Recipients	25,645	28,890	30,147	17.6
to 4-Yr Public	17,095	18,630	19,072	11.6
to 2-Yr Public	5,847	6,959	7,157	22.4
to All Others	2,703	3,301	3,918	45.0
Average $ per Award	$3,933	$4,080	$4,403	12.0
to 4-Yr Public	$4,344	$4,489	$4,824	11.0
to 2-Yr Public	$1,449	$1,674	$1,812	25.1
to All Others	$5,737	$5,823	$6,553	14.2
Average for State $	$1,095	$1,138	$1,134	3.6
to 4-Yr Public	$1,205	$1,221	$1,215	0.8
to 2-Yr Public	$874	$947	$993	13.6
to All Others	$874	$1,070	$1,001	14.4

SOURCE: SURDS Financial Aid Files CCHE

[1]Excludes National Guard Tuition Assistance and Native American Tuition Assistance; includes institutional match for work study.

Measure: **Faculty Diversity**

Explanation: The following table displays the number of full-time faculty and percentage distributions by racial/ethnic group and sex. Reported faculty include those whose primary responsibility is research.

Findings:

- Community Colleges have the most diverse faculty (13.2% minority and 45.7% female), in contrast to the Universities and Colleges (12.3% minority and 31.6% female), Specialized-Medical (10.5% minority and 45.8% female), Research Universities (8.8% minority and 21.8% female), and the Local District Colleges (4.3% minority and 39.4% female).

- All state system sectors increased diversity between fall 1988 and fall 1992. The public institutions minority full-time faculty percentage increased from 7.4% to 10.5%.

Full-Time Faculty Diversity

Ethnicity	Fall 88	Fall 89	Fall 90	Fall 91	Fall 92
Public Institution Total					
Total	5,908	6,051	6,084	6,805	7,038
Black	1.2%	1.4%	1.5%	1.6%	1.7%
Nat Amer	.4%	.4%	.5%	.5%	.6%
Asian	2.7%	3.0%	3.4%	3.6%	4.1%
Hispanic	3.0%	3.0%	3.5%	3.4%	4.1%
White	92.6%	92.1%	91.1%	90.8%	89.5%
Male	72.1%	71.6%	69.5%	68.0%	67.1%
Female	27.9%	28.4%	30.5%	32.0%	33.0%
State System Summary					
Total	5,631	5,778	5,801	6,524	6,761
Black	1.3%	1.5%	1.6%	1.7%	1.8%
Nat Amer	.4%	.4%	.5%	.5%	.6%
Asian	2.8%	3.1%	3.6%	3.8%	4.2%
Hispanic	3.0%	3.0%	3.5%	3.4%	4.1%
White	92.5%	91.9%	90.9%	90.6%	89.3%
Male	72.4%	71.9%	69.9%	68.4%	67.3%
Female	27.6%	28.1%	30.1%	31.6%	32.7%
Research Universities					
Total	2,176	2,273	2,040	2,352	2,425
Black	.8%	1.0%	1.1%	1.1%	1.3%
Nat Amer	.1%	.2%	.3%	.3%	.3%
Asian	3.4%	3.4%	4.1%	3.9%	4.3%
Hispanic	2.2%	2.2%	2.9%	2.6%	2.7%
White	93.6%	93.2%	91.6%	92.0%	91.4%
Male	81.8%	80.9%	79.4%	77.9%	78.4%
Female	18.2%	19.1%	20.6%	22.1%	21.6%

Full-Time Faculty Diversity

Ethnicity	Fall 88	Fall 89	Fall 90	Fall 91	Fall 92
Universities and Colleges					
Total	1,842	1,879	1,912	2,079	2,091
Black	1.3%	1.5%	1.6%	1.9%	1.9%
Nat Amer	.8%	.7%	.6%	.7%	.8%
Asian	2.8%	3.1%	3.5%	3.6%	3.8%
Hispanic	3.7%	3.7%	4.1%	4.4%	5.8%
White	91.4%	90.8%	90.2%	89.4%	87.7%
Male	72.9%	72.2%	71.5%	69.1%	68.4%
Female	27.1%	27.8%	28.5%	30.9%	31.6%
Specialized-Medical					
Total	932	935	1,078	1,320	1,403
Black	1.7%	1.8%	1.4%	1.7%	1.4%
Nat Amer	.2%	.2%	.2%	.5%	.9%
Asian	2.3%	3.9%	4.3%	5.2%	6.2%
Hispanic	1.8%	1.5%	1.4%	1.5%	2.1%
White	94.0%	92.6%	92.8%	91.1%	89.5%
Male	57.4%	58.8%	57.1%	57.4%	54.2%
Female	42.6%	41.2%	42.9%	42.6%	45.8%
Community Colleges					
Total	681	691	771	773	842
Black	2.3%	2.5%	3.0%	3.1%	3.7%
Nat Amer	.9%	.7%	1.0%	.8%	.8%
Asian	1.3%	1.3%	1.3%	1.6%	1.7%
Hispanic	5.3%	5.9%	6.6%	6.3%	7.0%
White	90.2%	89.6%	88.1%	88.2%	86.8%
Male	61.8%	59.6%	58.5%	56.1%	54.3%
Female	38.2%	40.4%	41.5%	43.9%	45.7%
Local District Colleges					
Total	277	273	283	281	277
Black	0.0%	0.0%	0.0%	0.0%	0.0%
Nat Amer	.7%	.7%	.7%	.4%	.4%
Asian	.7%	.7%	.7%	.4%	.4%
Hispanic	3.6%	2.6%	3.2%	2.8%	3.6%
White	94.9%	96.0%	95.4%	96.4%	95.7%
Male	65.7%	64.8%	62.2%	59.8%	60.6%
Female	34.3%	35.2%	37.8%	40.2%	39.4%

SOURCE: EEO-6 and CCHE Reports Submitted by the Institutions CCHE

Value: **Efficiency in the Delivery of Education**

Measure: **Student/Faculty Ratios**

Explanation: Student/faculty ratios indicate the level of faculty resources that support academic programs. The student faculty ratios used in the statewide budget formulas[1] were used to calculate the number of full-time equivalent (FTE) faculty to be funded, based on actual student enrollment by discipline and level. These ratios are compared in the table to the actual student faculty ratios reported by the institutions.

Findings:

- Statewide in 1991-92, actual student/faculty ratios were highest for freshmen and sophomores, averaging 20.6 to 1. The ratio for juniors and seniors was much lower at 15.6 to 1. Graduate students had the lowest student/faculty ratio, averaging 7.4 to 1.

- Comparing average 1991-92 freshman and sophomore ratios across sectors shows that Local District Colleges had the lowest average ratio (12.3 to 1). Community Colleges had an average ratio of 17.1 to 1. Both the Research Universities, and Universities and Colleges had an average ratio of 27.4 to 1.

- Comparing average 1991-92 junior and senior ratios across sectors shows that the ratios at Universities and Colleges, and Research Universities are nearly equal at 15.7 to 1 and 15.5 to 1, respectively.

- Comparing average 1991-92 graduate ratios across sectors shows that the ratios at Research Universities are below the formula while the Universities and Colleges ratios were above the formula.

- When comparing actual student faculty ratios to formula generated ratios, the public institution average shows that actual ratios are higher. Exceptions include the Local District Colleges and the Community Colleges, where actual freshman and sophomore ratios are lower than the formula.

[1]These ratios are based on national and state practice, and differ by student level and discipline. For example, the number of students per faculty is lower at the graduate level than for freshmen and sophomores, and some disciplines have higher ratios than others.

Student Faculty Ratios[1]

	Fiscal Year	Fresh./Soph.		Junior/Senior		Graduate	
		Actual	Formula	Actual	Formula	Actual	Formula
Public Institution Total							
	1988/89	21.3	19.9	16.2	15.4	7.5	7.4
	1989/90	21.0	19.7	15.6	15.3	6.7	7.5
	1990/91	20.8	19.7	15.3	15.2	7.5	7.6
	1991/92	20.6	19.7	15.6	15.2	7.4	7.6
State System Summary							
	1988/89	22.7	19.9	16.2	15.4	7.5	7.4
	1989/90	23.2	19.9	15.6	15.3	6.7	7.5
	1990/91	22.9	19.8	15.3	15.2	7.5	7.6
	1991/92	22.4	19.9	15.6	15.2	7.4	7.6
Research Universities							
	1988/89	27.7	20.8	16.1	14.9	6.4	6.6
	1989/90	30.6	20.7	15.9	15.0	5.8	6.8
	1990/91	27.6	20.7	15.4	14.9	6.2	6.9
	1991/92	27.4	20.7	15.5	15.0	6.1	6.9
Universities and Colleges							
	1988/89	27.6	20.8	16.2	15.8	9.4	8.7
	1989/90	27.4	20.7	15.4	15.7	8.4	8.7
	1990/91	27.7	20.6	15.2	15.6	9.8	8.6
	1991/92	27.4	20.6	15.7	15.5	10.0	8.6
Community Colleges							
	1988/89	16.5	18.4	...	...	...	...
	1989/90	16.9	18.4	...	...	...	...
	1990/91	17.4	18.5	...	...	...	...
	1991/92	17.1	18.7	...	...	...	...
Local District Colleges							
	1988/89	14.5	19.2	...	...	...	...
	1989/90	11.8	18.8	...	...	...	...
	1990/91	11.6	18.7	...	...	...	...
	1991/92	12.3	18.6	...	...	...	...

SOURCE: Budget Request Documents CCHE

[1]Data by level are not available for the specialized-medical sector. The overall student faculty ratio in 1991/92 for that sector was 7.0 to 1.

Value: **Adequate Resource for the Delivery of Education**

Measure: **Revenue per Student**

National Comparison:

Total revenue per student indicates the resources available to Colorado institutions as compared with institutions in other states.

Findings:

- Compared to other states, in 1991-92 Colorado ranked 40th in state general fund and tuition revenue per full-time equivalent student, about 9% less than the national average.

1991/92 General Fund and Tuition Revenue per Full-Time Equivalent Student

Rank		State	Index
Current	Prior		
1	1	ALASKA	198.34
2	2	DIST COL	166.97
3	3	HAWAII	162.36
4	4	DELAWARE	162.13
5	5	VERMONT	154.41
6	6	CONNECTICUT	147.56
7	7	PENNSYLVANIA	134.17
8	8	NEW JERSEY	130.06
9	12	MICHIGAN	122.82
10	10	WYOMING	120.20
11	9	WISCONSIN	116.86
12	20	NEW YORK	115.97
13	17	RHODE ISLAND	113.89
14	15	NEW HAMPSHIRE	112.11
15	11	IOWA	112.09
16	14	INDIANA	108.41
17	13	MAINE	107.93
18	19	WASHINGTON	107.19
19	25	NEVADA	106.78
20	22	MINNESOTA	106.21
21	23	MASSACHUSETTS	105.68
22	36	NORTH DAKOTA	105.23
23	21	NEW MEXICO	103.45
24	16	SOUTH CAROLINA	102.49
25	24	OHIO	102.08
26	30	OREGON	101.62
27	26	MARYLAND	100.54
		NATIONAL AVERAGE	100.00
28	18	NORTH CAROLINA	99.22
29	28	FLORIDA	98.11
30	37	OKLAHOMA	97.90
31	33	IDAHO	96.79
32	38	MISSOURI	92.79
33	29	VIRGINIA	92.64
34	44	ARKANSAS	92.57
35	31	GEORGIA	92.35
36	41	NEBRASKA	91.97
37	43	SOUTH DAKOTA	91.95
38	35	UTAH	91.68
39	34	ARIZONA	91.53
40	45	COLORADO	91.04
41	40	KANSAS	90.82
42	27	CALIFORNIA	89.77
43	47	MONTANA	89.23
44	32	TENNESSEE	86.67
45	39	ILLINOIS	86.13
46	51	TEXAS	85.94
47	48	LOUISIANA	85.35
48	42	ALABAMA	81.68
49	46	KENTUCKY	81.65
50	49	MISSISSIPPI	78.69
51	50	WEST VIRGINIA	72.46

SOURCE: State Profiles: Financing Public Higher Education 1978 to 1992, Research Associates of Washington

Colorado Comparisons:

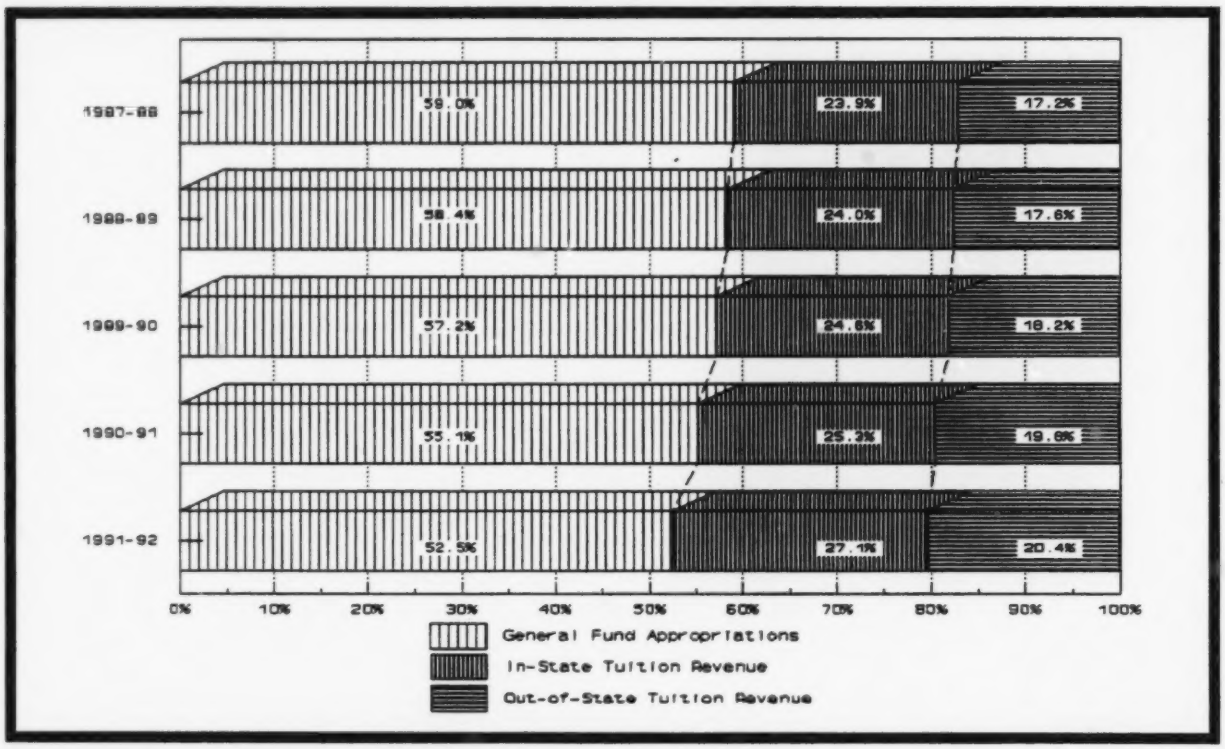
Revenue Distribution by Source:
The distribution of funding by revenue source for the public institution total is shown in the following figure.

Findings:

- The share of total revenue provided by the general fund decreased between 1987-88 and 1991-92, from 59.0% to 52.5%.

- The share provided by tuition, both in-state and out-of-state, has increased during this period. The in-state share increased from 23.9% to 27.1%, while the out-of-state share increased to 20.4% from 17.2%.

Colorado Public Institutions
Revenue Distribution by Source



Revenue Per Student:
Revenue per full-time equivalent student for the public institution total is shown in actual and 1992 dollars in the following two figures.

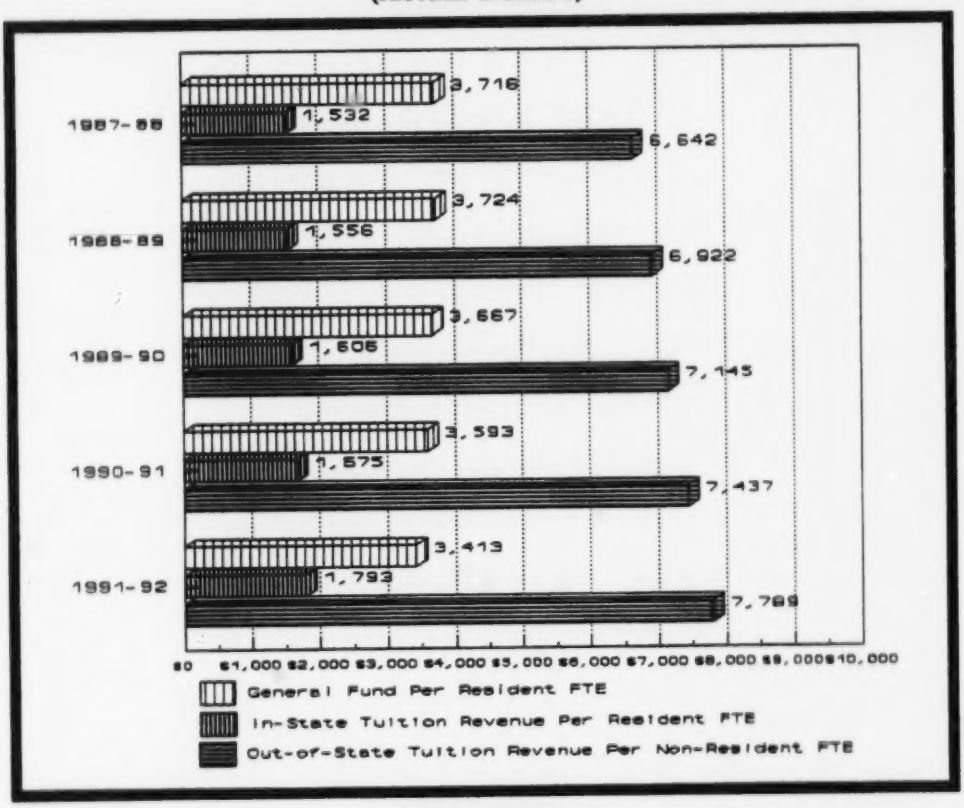
Findings:

- Since 1987-88, the general fund revenue per resident student has decreased in actual dollars.

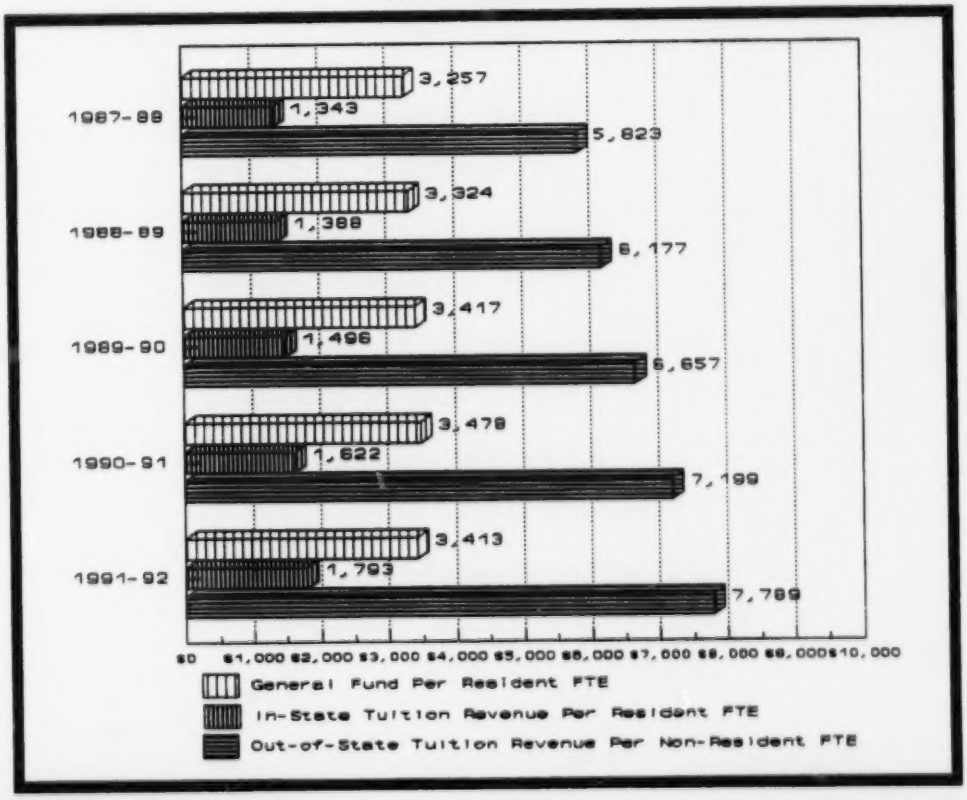
- Over the last five years, in-state tuition revenue per resident full-time equivalent student has increased $261 in actual dollars.

- Over the last five years, out-of-state tuition revenue per non-resident full-time equivalent student has increased $1,147 in actual dollars.

Revenue Per Full-Time Equivalent Student
(Actual Dollars)



(1992 Dollars)



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Revenue per Student:

Sustained financial commitment to instruction can be measured by annual changes in revenue per student. The relationship between students and available revenue is one measure of economic efficiency in higher education. The following table presents data, in 1992 dollars[1] and actual dollars, showing the total state general fund appropriations plus total tuition revenue per full-time equivalent student.

Findings:

- In constant 1992 dollars, total revenue per full-time equivalent student increased between 1987-88 and 1990-92 at the Research Universities (8.6%), Universities and Colleges (6.9%), and the Local District Colleges (10.2%).

- During that same period, the Specialized-Medical and Community College revenue per full-time equivalent student decreased 13.0% and 4.4%, respectively.

[1]Adjusted by the Consumer Price Index (CPI).

Revenue per Student
(Total General Fund + Tuition) / (Total FTE Students)

	87-88	88-89	89-90	90-91	91-92	% Change '88 to '92
Public Institution Total						
Actual $:	4,746	4,895	5,133	5,380	5,550	16.9%
% Change:		3.1%	4.9%	4.8%	3.2%	
Constant CPI 1992 $:	5,414	5,485	5,509	5,557	5,550	2.5%
% Change:		1.3%	.4%	.9%	-.1%	
State System Summary						
Actual $:	4,957	5,118	5,348	5,596	5,785	16.7%
% Change:		3.2%	4.5%	4.6%	3.4%	
Constant CPI 1992 $:	5,654	5,735	5,740	5,781	5,785	2.3%
% Change:		1.4%	.1%	.7%	.1%	
Research Universities						
Actual $:	5,748	6,099	6,471	6,825	7,120	23.9%
% Change:		6.1%	6.1%	5.5%	4.3%	
Constant CPI 1992 $:	6,557	6,834	6,945	7,050	7,120	8.6%
% Change:		4.2%	1.6%	1.5%	1.0%	
Universities and Colleges						
Actual $:	3,934	4,175	4,378	4,604	4,797	21.9%
% Change:		6.1%	4.9%	5.2%	4.2%	
Constant CPI 1992 $:	4,488	4,678	4,699	4,756	4,797	6.9%
% Change:		4.2%	.4%	1.2%	.9%	
Specialized-Medical						
Actual $:	26,880	26,223	27,503	27,543	26,682	-.7%
% Change:		-2.4%	4.9%	.1%	-3.1%	
Constant CPI 1992 $:	30,661	29,384	29,518	28,452	26,682	-13.0%
% Change:		-4.2%	.5%	-3.6%	-6.2%	
Community Colleges						
Actual $:	3,188	3,041	3,155	3,344	3,476	9.1%
% Change:		-4.6%	3.8%	6.0%	4.0%	
Constant CPI 1992 $:	3,636	3,407	3,386	3,454	3,476	-4.4%
% Change:		-6.3%	-.6%	2.0%	.6%	
Local District Colleges						
Actual $:	1,998	2,085	2,356	2,530	2,511	25.7%
% Change:		4.4%	13.0%	7.4%	-.8%	
Constant CPI 1992 $:	2,279	2,337	2,529	2,613	2,511	10.2%
% Change:		2.5%	8.2%	3.3%	-3.9%	

SOURCE: Institutional Budget Request Documents CCHE

State Appropriation per Resident Student

State appropriation per resident student indicates how much financial support the state provides to educate Coloradans. The following table presents data, in 1992 dollars[1] and actual dollars, showing the total state general fund appropriations per resident full-time equivalent student.

Findings:

- Statewide, general fund appropriations have not kept up with enrollment increases and inflation since 1987-88 (as indicated by the decrease in 1992 dollars since that year).

- In actual dollars, general fund per student increased between 1987-88 and 1991-92 at the Research Universities (10.0%), Universities and Colleges (11.4%), and Local District Colleges (8.4%). General fund revenue per student at Specialized-Medical and Community Colleges decreased during the same period by 4.5% and 6.3%, respectively.

[1]Adjusted by the Consumer Price Index (CPI).

General Fund Allocation per Student
(General Fund) / (Resident FTE Students)

	87-88	88-89	89-90	90-91	91-92	% Change '88 to '92
Public Institution Total						
Actual $:	3,257	3,324	3,417	3,478	3,413	4.8%
% Change:		2.0%	2.8%	1.8%	-1.9%	
Constant CPI 1992 $:	3,716	3,724	3,667	3,593	3,413	-8.1%
% Change:		.2%	-1.5%	-2.0%	-5.0%	
State System Summary						
Actual $:	3,411	3,484	3,572	3,632	3,571	4.7%
% Change:		2.1%	2.5%	1.7%	-1.7%	
Constant CPI 1992 $:	3,891	3,904	3,833	3,752	3,571	-8.2%
% Change:		.3%	-1.8%	-2.1%	-4.8%	
Research Universities						
Actual $:	3,683	3,911	4,054	4,126	4,051	10.0%
% Change:		6.2%	3.6%	1.8%	-1.8%	
Constant CPI 1992 $:	4,202	4,383	4,351	4,262	4,051	-3.6%
% Change:		4.3%	-.7%	-2.0%	-5.0%	
Universities and Colleges						
Actual $:	2,672	2,833	2,921	2,998	2,976	11.4%
% Change:		6.0%	3.1%	2.7%	-.7%	
Constant CPI 1992 $:	3,048	3,174	3,135	3,097	2,976	-2.4%
% Change:		4.1%	-1.2%	-1.2%	-3.9%	
Specialized-Medical						
Actual $:	27,081	26,386	27,388	27,420	25,852	-4.5%
% Change:		-2.6%	3.8%	.1%	-5.7%	
Constant CPI 1992 $:	30,891	29,566	29,395	28,325	25,852	-16.3%
% Change:		-4.3%	-.6%	-3.6%	-8.7%	
Community Colleges						
Actual $:	2,379	2,189	2,214	2,277	2,228	-6.3%
% Change:		-8.0%	1.2%	2.8%	-2.1%	
Constant CPI 1992 $:	2,713	2,452	2,377	2,352	2,228	-17.9%
% Change:		-9.6%	-3.1%	-1.0%	-5.3%	
Local District Colleges						
Actual $:	1,454	1,469	1,590	1,639	1,575	8.4%
% Change:		1.0%	8.3%	3.1%	-3.9%	
Constant CPI 1992 $:	1,658	1,646	1,707	1,693	1,575	-5.0%
% Change:		-.8%	3.7%	-.8%	-6.9%	

SOURCE: Institutional Budget Request Documents CCHE

Tuition Income per Resident Full-Time Equivalent Student

Tuition income per resident full-time equivalent student indicates how much financial support resident students are providing to cover the cost of their education. The following table presents data, in 1992 dollars[1] and actual dollars, showing the total tuition income per resident full-time equivalent student.

Findings:

- Since 1987-88, tuition income per resident full-time equivalent student has increased 33.6%.
- After adjusting for inflation, the increase has exceeded 17% during the last five years.
- The largest increase occurred in the Local District College sector, up 38.3% in 1992 dollars.
- The smallest increase appears to have occurred in the Specialized-Medical sector. However, the change reflected may be due to the transfer of the pharmacy school.

[1] Adjusted by the Consumer Price Index (CPI).

Tuition Income Per Resident Full-Time Equivalent Student
(Resident Tuition Income) / (Resident FTE Students)

	87-88	88-89	89-90	90-91	91-92	% Change '88 to '92
Public Institution Total						
Actual $:	1,318	1,369	1,471	1,593	1,761	33.6%
% Change:		3.9%	7.5%	8.3%	10.5%	
Constant CPI 1992 $:	1,504	1,534	1,579	1,646	1,761	17.1%
% Change:		2.0%	2.9%	4.2%	7.0%	
State System Summary						
Actual $:	1,386	1,438	1,535	1,661	1,840	32.8%
% Change:		3.8%	6.8%	8.2%	10.8%	
Constant CPI 1992 $:	1,580	1,611	1,647	1,716	1,840	16.4%
% Change:		1.9%	2.3%	4.2%	7.3%	
Research Universities						
Actual $:	1,739	1,833	1,968	2,112	2,301	32.4%
% Change:		5.4%	7.4%	7.3%	9.0%	
Constant CPI 1992 $:	1,983	2,054	2,112	2,182	2,301	16.0%
% Change:		3.6%	2.8%	3.3%	5.5%	
Universities and Colleges						
Actual $:	1,306	1,383	1,484	1,613	1,804	38.1%
% Change:		5.9%	7.3%	8.7%	11.9%	
Constant CPI 1992 $:	1,490	1,549	1,593	1,666	1,804	21.1%
% Change:		4.0%	2.8%	4.6%	8.3%	
Specialized-Medical						
Actual $:	3,611	3,547	3,775	4,017	4,203	16.4%
% Change:		-1.8%	6.4%	6.4%	4.6%	
Constant CPI 1992 $:	4,119	3,975	4,052	4,150	4,203	2.0%
% Change:		-3.5%	1.9%	2.4%	1.3%	
Community Colleges						
Actual $:	830	855	937	1,052	1,207	45.4%
% Change:		3.0%	9.5%	12.4%	14.7%	
Constant CPI 1992 $:	947	958	1,005	1,087	1,207	27.5%
% Change:		1.2%	4.9%	8.1%	11.1%	
Local District Colleges						
Actual $:	527	575	720	786	832	57.8%
% Change:		9.0%	25.2%	9.2%	5.9%	
Constant CPI 1992 $:	601	644	772	812	832	38.3%
% Change:		7.1%	19.9%	5.1%	2.5%	

SOURCE: Institutional Budget Request Documents CCHE

Tuition Income per Non-Resident Full-Time Equivalent Student

Tuition income per non-resident full-time equivalent student indicates how much financial support non-resident students are providing to cover the cost of their education. The following table presents data, in 1992 dollars[1] and actual dollars, showing the total tuition income per non-resident full-time equivalent student.

Findings:

- Since 1987-88, tuition income per non-resident full-time equivalent student has increased 33.8%.
- After adjusting for inflation, the increase has exceeded 17% during the last five years.
- The largest increase occurred in the Local District College sector, up 57% in 1992 dollars.
- The decline appears to have occurred in the Specialized-Medical sector. However, this change is most likely caused by the transfer of the pharmacy school.

[1]Adjusted by the Consumer Price Index (CPI).

Tuition Income Per Non-Resident Full-Time Equivalent Student
(Non-Resident Tuition Income) / (Non-Resident FTE Students)

	87-88	88-89	89-90	90-91	91-92	% Change '88 to '92
Public Institution Total						
Actual $:	5,789	6,138	6,626	7,160	7,745	33.8%
% Change:		6.0%	7.9%	8.1%	8.2%	
Constant CPI 1992 $:	6,603	6,878	7,111	7,396	7,745	17.3%
% Change:		4.2%	3.4%	4.0%	4.7%	
State System Summary						
Actual $:	5,885	6,264	6,748	7,265	7,856	33.5%
% Change:		6.4%	7.7%	7.7%	8.1%	
Constant CPI 1992 $:	6,713	7,019	7,243	7,504	7,856	17.0%
% Change:		4.6%	3.2%	3.6%	4.7%	
Research Universities						
Actual $:	6,609	7,016	7,619	8,248	9,046	36.9%
% Change:		6.2%	8.6%	8.3%	9.7%	
Constant CPI 1992 $:	7,539	7,862	8,177	8,520	9,046	20.0%
% Change:		4.3%	4.0%	4.2%	6.2%	
Universities and Colleges						
Actual $:	3,390	3,690	4,084	4,538	4,962	46.4%
% Change:		8.8%	10.7%	11.1%	9.4%	
Constant CPI 1992 $:	3,867	4,135	4,383	4,687	4,962	28.3%
% Change:		6.9%	6.0%	6.9%	5.9%	
Specialized-Medical						
Actual $:	13,198	13,249	14,352	14,108	14,263	8.1%
% Change:		.4%	8.3%	-1.7%	1.1%	
Constant CPI 1992 $:	15,054	14,846	15,404	14,573	14,263	-5.3%
% Change:		-1.4%	3.8%	-5.4%	-2.1%	
Community Colleges						
Actual $:	2,793	2,984	3,248	3,640	4,267	52.8%
% Change:		6.9%	8.8%	12.0%	17.2%	
Constant CPI 1992 $:	3,186	3,344	3,487	3,760	4,267	33.9%
% Change:		5.0%	4.3%	7.8%	13.5%	
Local District Colleges						
Actual $:	2,301	2,666	3,025	3,992	4,120	79.0%
% Change:		15.8%	13.5%	32.0%	3.2%	
Constant CPI 1992 $:	2,625	2,987	3,246	4,124	4,120	57.0%
% Change:		13.8%	8.7%	27.0%	-.1%	

SOURCE: Institutional Budget Request Documents CCHE

Measure: **State Financial Aid Per Resident Full-Time Equivalent**

Explanation: Additional resources available to students provided by legislature.

Findings:

- Since 1987-88, state financial aid per resident student increased 13.8%, from $230 to $261.

- The increase in financial aid over the last five years, however, has not kept up with enrollment increases and inflation (as indicated by the decrease in 1992 dollars).

- In 1992 dollars, the Research Universities sector that experienced a drop in state financial aid dollars per student, declining 5.9%. The increases in the other sectors ranged from 3.1% at the Community Colleges to 11.7% in the Specialized-Medical sector.

State Financial Aid per Student[1]
(State Financial Aid) / (Resident FTE Students)

	87-88	88-89	89-90	90-91	91-92	% Change 88 to 92
Public Institution Total						
Actual $:	230	224	225	253	261	13.8%
% Change:		-2.5%	.8%	12.1%	3.4%	
Constant CPI 1992 $:	262	251	242	261	261	-.2%
% Change:		-4.2%	-3.5%	7.9%	.1%	
State System Summary						
Actual $:	239	233	234	261	271	13.4%
% Change:		-2.4%	.5%	11.5%	3.7%	
Constant CPI 1992 $:	272	261	251	270	271	-.5%
% Change:		-4.1%	-3.7%	7.3%	.4%	
Research Universities						
Actual $:	272	271	271	293	292	7.4%
% Change:		-.4%	.2%	7.9%	-.3%	
Constant CPI 1992 $:	310	303	291	302	292	-5.9%
% Change:		-2.1%	-4.0%	3.9%	-3.5%	
Universities and Colleges						
Actual $:	254	259	263	291	309	21.4%
% Change:		1.9%	1.7%	10.4%	6.2%	
Constant CPI 1992 $:	290	290	283	300	309	6.5%
% Change:		.0%	-2.6%	6.2%	2.8%	
Specialized-Medical						
Actual $:	204	186	207	258	260	27.5%
% Change:		-8.5%	11.1%	24.8%	.6%	
Constant CPI 1992 $:	233	209	222	267	260	11.7%
% Change:		-10.2%	6.4%	20.1%	-2.7%	
Community Colleges						
Actual $:	162	142	144	179	190	17.7%
% Change:		-12.2%	1.5%	23.9%	6.6%	
Constant CPI 1992 $:	185	159	155	184	190	3.1%
% Change:		-13.7%	-2.8%	19.2%	3.2%	
Local District Colleges						
Actual $:	120	117	122	152	149	24.2%
% Change:		-3.0%	4.8%	24.1%	-1.5%	
Constant CPI 1992 $:	137	131	131	157	149	8.9%
% Change:		-4.8%	.4%	19.5%	-4.7%	

SOURCE: Financial Aid Allocation Documents CCHE

[1]Excludes Colorado Nursing Scholarship and Dependents Tuition Assistance programs. These programs received $256,547 in 1991-92.

Measure: **Alumni and Private Contributions**

Explanation: Alumni and private contributions indicate the level of financial support that institutions receive from sources other than state general fund and students.

Findings:

- Over $72 million were contributed in FY 1991-92.
- While contributions tend to vary from year to year because of the effects of special purpose fund raising activities, overall, contributions over the last five years have increased.

Alumni and Private Giving
(data in millions)

	FY 1987-88	FY 1988-89	FY 1989-90	FY 1990-91	FY 1991-92
Public Institution Total	42.452	50.994	69.268	75.155	72.654
State System Summary	42.257	50.659	68.814	74.930	72.469
Research Universities	27.012	32.010	44.916	48.376	46.234
Universities and Colleges	7.178	6.070	12.549	9.470	13.275
Specialized-Medical	8.067	11.427	9.928	16.433	11.868
Community Colleges	0.000	1.153	1.421	.650	1.092
Local District Colleges	.195	.335	.454	.226	.186

SOURCE: Data provided by the governing boards. CCHE

RECENT TRENDS

The following section includes summary data on headcount and full-time equivalent enrollment, degrees granted, state appropriations, tuition revenue, and state financial aid appropriations for the last five years. This data is provided as a context for the preceding ScoreCard measures.

Fall Headcount Student Enrollment

Fall headcount enrollment is a common measure of higher education activity. The following table provides headcount enrollment data for fall 1988 through fall 1992.

- Fall headcount enrollment increased dramatically over the last five years, from 145,765 Colorado resident (in-state) students in fall 1988, to 168,479 in fall 1992, an increase of 15.6%. Much of this increase was at the Community Colleges, which increased in-state enrollment by 34.6%, from 37,585 to 50,593. Part of the increase in the Specialized-Medical group is the result of the pharmacy program transfer from the University of Colorado at Boulder to the University of Colorado - Health Sciences Center.

- Resident (in-state) student enrollment increases at the Local District Colleges, and Universities and Colleges were 23.6% and 5.1%, respectively.

- The number of non-resident (out-of-state) headcount students increased by 39.5%, from 20,003 to 27,901. While most out-of-state students are enrolled in the Research Universities, out-of-state enrollment increased in all sectors.

- The number of resident (in-state) students entering college for the first time ("1st-time Freshmen") peaked in fall 1989 at 26,148, and decreased to a level of 21,698 in fall 1992.

- The number of non-resident) out-of-state students entering college for the first time ("1st-time Freshmen") reached 6,033 in fall 1992, 52.7% above fall 1988 levels.

- The number of all other undergraduates, both in-state and out-of-state, increased each fall since 1987. The largest increase was in the out-of-state group, currently 36.1% above fall 1988 levels.

- The fall 1992 number of in-state graduate students is 12.8% above fall 1988 levels.

- The fall 1992 number of out-of-state graduate students is 39.4% above fall 1988 levels.

Fall Headcount Enrollment

	Fall 88	Fall 89	Fall 90	Fall 91	Fall 92	% Change 88 to 92
Public Institution Total						
In-State	145,765	156,660	162,447	167,836	168,479	15.6%
1st-Time Freshmen	23,493	26,148	24,030	21,686	21,698	-7.6%
All Other Undergr	106,847	114,296	121,812	128,518	129,380	21.1%
All Grad. Student	15,425	16,216	16,605	17,632	17,401	12.8%
Out-of-State	20,003	21,939	24,803	25,296	27,901	39.5%
1st-Time Freshmen	4,278	4,638	5,302	5,138	6,383	49.2%
All Other Undergr	12,391	13,416	15,251	16,050	16,869	36.1%
All Grad. Student	3,334	3,885	4,250	4,108	4,649	39.4%
State System Summary						
In-State	127,096	135,873	140,290	144,347	145,398	14.4%
1st-Time Freshmen	21,672	24,520	22,252	19,880	19,843	-8.4%
All Other Undergr	89,999	95,137	101,433	106,835	108,154	20.2%
All Grad. Student	15,425	16,216	16,605	17,632	17,401	12.8%
Out-of-State	19,020	21,286	23,301	23,864	26,281	38.2%
1st-Time Freshmen	3,952	4,552	5,012	4,852	6,033	52.7%
All Other Undergr	11,734	12,849	14,039	14,904	15,599	32.9%
All Grad. Student	3,334	3,885	4,250	4,108	4,649	39.4%
Research Universities						
In-State	33,522	34,138	34,656	36,054	35,499	5.9%
1st-Time Freshmen	4,580	4,314	3,771	3,889	3,575	-21.9%
All Other Undergr	23,194	23,676	24,486	24,907	24,851	7.1%
All Grad. Student	5,748	6,148	6,399	7,258	7,073	23.1%
Out-of-State	12,979	13,485	14,389	14,035	14,912	14.9%
1st-Time Freshmen	2,443	2,349	2,480	2,164	2,740	12.2%
All Other Undergr	7,828	8,052	8,631	8,822	8,677	10.8%
All Grad. Student	2,708	3,084	3,278	3,049	3,495	29.1%
Universities and Colleges						
In-State	54,562	56,408	57,279	57,923	57,330	5.1%
1st-Time Freshmen	7,138	7,245	7,033	6,744	6,575	-7.9%
All Other Undergr	38,818	40,208	41,235	42,121	41,784	7.6%
All Grad. Student	8,606	8,955	9,011	9,058	8,971	4.2%
Out-of-State	3,850	4,367	4,999	5,279	5,814	51.0%
1st-Time Freshmen	882	941	1,110	1,130	1,207	36.8%
All Other Undergr	2,456	2,754	3,116	3,318	3,658	48.9%
All Grad. Student	512	672	773	831	949	85.4%

SOURCE: SURDS Enrollment Files CCHE

Fall Headcount Enrollment

	Fall 88	Fall 89	Fall 90	Fall 91	Fall 92	% Change 88 to 92
Specialized-Medical						
In-State	1,427	1,527	1,582	1,905	1,976	38.5%
All Other Undergr	356	414	387	589	619	73.9%
All Grad. Student	1,071	1,113	1,195	1,316	1,357	26.7%
Out-of-State	128	148	208	270	262	104.7%
All Other Undergr	14	19	9	42	57	307.1%
All Grad. Student	114	129	199	228	205	79.8%
Community Colleges						
In-State	37,585	43,800	46,773	48,465	50,593	34.6%
1st-Time Freshmen	9,954	12,961	11,448	9,247	9,693	-2.6%
All Other Undergr	27,631	30,839	35,325	39,218	40,900	48.0%
Out-of-State	2,063	3,286	3,705	4,280	5,293	156.6%
1st-Time Freshmen	627	1,262	1,422	1,558	2,086	232.7%
All Other Undergr	1,436	2,024	2,283	2,722	3,207	123.3%
Local District Colleges						
In-State	18,669	20,787	22,157	23,489	23,081	23.6%
1st-Time Freshmen	1,821	1,628	1,778	1,806	1,855	1.9%
All Other Undergr	16,848	19,159	20,379	21,683	21,226	26.0%
Out-of-State	983	653	1,502	1,432	1,620	64.8%
1st-Time Freshmen	326	86	290	286	350	7.4%
All Other Undergr	657	567	1,212	1,146	1,270	93.3%

SOURCE: SURDS Enrollment Files CCHE

Full-Time Equivalent (FTE) Student Enrollment

Full-time equivalent (FTE) student enrollment is a measure of the course loads taken by all students. The following table displays the total full-time equivalent student enrollment over the last five fiscal years.

- Full-time equivalent student enrollment increased by 14.1% over the last five years, from 102,588 Colorado resident (in-state) full-time equivalent students in FY 1987-88, to 117,077 full-time equivalent students in FY 1991-92.

- Much of the full-time equivalent student increase was at the Community Colleges, which grew by 42%, from 20,391 to 28,958 in-state full-time equivalent students.

- The full-time equivalent increase at the Specialized-Medical, Local District Colleges, Research Universities, and Universities and Colleges was less dramatic. Over the last five years, enrollment in those sectors increased 20.9%, 15.1%, 6.3%, 5.7%, respectively.

- The number of non-resident (out-of-state) full-time equivalent students increased by 19.5% from 16,784 to 20,059.

- Most out-of-state full-time equivalent students are at the Research Universities, which enrolled 63% of (12,650 of 20,059) out-of-state full-time equivalent students in FY 1991-92.

Full-Time Equivalent (FTE) Student Enrollment

Tuition Status	1987-88	1988-89	1989-90	1990-91	1991-92	% Change 88 to 92
Public Institution Total						
In-State	102,588	107,833	111,977	114,343	117,077	14.1%
% Change:		5.1%	3.8%	2.1%	2.4%	
Out-of-State	16,784	17,583	18,405	19,784	20,059	19.5%
% Change:		4.8%	4.7%	7.5%	1.4%	
State System Summary						
In-State	94,532	99,240	103,219	105,503	107,803	14.0%
% Change:		5.0%	4.0%	2.2%	2.2%	
Out-of-State	16,333	16,965	17,801	19,149	19,463	19.2%
% Change:		3.9%	4.9%	7.6%	1.6%	
Research Universities						
In-State	29,806	30,315	30,731	31,117	31,695	6.3%
% Change:		1.7%	1.4%	1.3%	1.9%	
Out-of-State	11,274	11,712	12,026	12,826	12,650	12.2%
% Change:		3.9%	2.7%	6.7%	-1.4%	
Universities and Colleges						
In-State	42,463	43,136	44,097	44,491	44,886	5.7%
% Change:		1.6%	2.2%	.9%	.9%	
Out-of-State	3,434	3,593	3,955	4,308	4,705	37.0%
% Change:		4.6%	10.1%	8.9%	9.2%	
Specialized-Medical						
In-State	1,872	2,007	2,083	2,124	2,263	20.9%
% Change:		7.3%	3.8%	2.0%	6.6%	
Out-of-State	522	574	580	616	615	17.8%
% Change:		10.0%	1.0%	6.2%	-.2%	
Community Colleges						
In-State	20,391	23,783	26,308	27,772	28,958	42.0%
% Change:		16.6%	10.6%	5.6%	4.3%	
Out-of-State	1,104	1,087	1,240	1,400	1,494	35.3%
% Change:		-1.6%	14.1%	12.9%	6.7%	
Local District Colleges						
In-State	8,057	8,593	8,758	8,840	9,275	15.1%
% Change:		6.7%	1.9%	.9%	4.9%	
Out-of-State	451	618	605	635	596	32.1%
% Change:		36.9%	-2.1%	5.1%	-6.2%	

SOURCE: Student Enrollment Reports CCHE

Degrees Granted

The number of degrees and certificates granted represents one of the most common measures of outcomes from higher education institutions. The following table provides summary data of the degrees and certificates granted for the last five years.

- Certificates, granted primarily by the Community and Local District Colleges, increased statewide by 55.8% between FY 1987-88 and FY 1991-92.
- Associate degrees, also granted primarily by the Community and Local District Colleges, increased statewide by 16.4%.
- Baccalaureate degrees increased by 14.2%. The highest percent increase, 69.8%, occurred in the Specialized-Medical sector.
- Master's degrees increased by 21.0% over the five years, with the highest increase at the Universities and Colleges (25.2%).
- The number of first professional degrees awarded in 1991-92 are below 1987-88 levels, but have increased each year since 1988-89.
- Doctor's degrees, awarded primarily by the Research Universities, increased by 2.1%. Doctor's degrees awarded by the Universities and Colleges, however, decreased by 28.9% (90 in 1987-88 compared to 64 in 1991-92).

Degrees Granted

Degree Level	FY 87-88	FY 88-89	FY 89-90	FY 90-91	FY 91-92	% Change 88 to 92
Public Institution Total						
Certificate	1,596	1,859	2,191	2,199	2,487	55.8%
Associate	3,766	3,887	3,870	4,116	4,385	16.4%
Bachelor's	13,016	13,292	14,126	14,189	14,870	14.2%
Master's	3,518	3,797	3,886	3,912	4,257	21.0%
First Prof.	450	417	419	425	441	-2.0%
Doctor's	565	561	579	592	577	2.1%
State System Summary						
Certificate	1,300	1,529	1,702	1,758	1,844	41.8%
Associate	2,849	2,914	2,944	3,160	3,481	22.2%
Bachelor's	13,016	13,292	14,126	14,189	14,870	14.2%
Master's	3,518	3,797	3,886	3,912	4,257	21.0%
First Prof.	450	417	419	425	441	-2.0%
Doctor's	565	561	579	592	577	2.1%
Research Universities						
Bachelor's	6,886	6,801	7,295	7,352	7,649	11.1%
Master's	1,660	1,750	1,749	1,867	1,955	17.8%
First Prof.	160	146	136	145	151	-5.6%
Doctor's	463	447	464	496	482	4.1%
Universities and Colleges						
Certificate	71	61	64	46	65	-8.5%
Associate	221	201	194	216	220	-.5%
Bachelor's	5,968	6,331	6,633	6,622	6,946	16.4%
Master's	1,711	1,943	2,030	1,939	2,142	25.2%
Doctor's	90	94	100	79	64	-28.9%
Specialized-Medical						
Bachelor's	162	160	198	215	275	69.8%
Master's	147	104	107	106	160	8.8%
First Prof.	290	271	283	280	290	0.0%
Doctor's	12	20	15	17	31	158.3%
Community Colleges						
Certificate	1,229	1,468	1,638	1,712	1,779	44.8%
Associate	2,628	2,713	2,750	2,944	3,261	24.1%
Local District Colleges						
Certificate	296	330	489	441	643	117.2%
Associate	917	973	926	956	904	-1.4%

SOURCE: SURDS Degrees Granted Files CCHE

State Appropriations, Resident and Non-Resident Tuition Revenue, and State Financial Aid Appropriations

The following table presents data, in 1992 dollars[1] and actual dollars, showing the total state general fund appropriations to higher education.

Actual Dollars

- Statewide, appropriations have increased 19.6% since 1987-88.
- State general fund appropriations to Community Colleges increased by 33.0%, compared to 24.7% for the Local District Colleges, 17.7% for the Universities and Colleges, 16.9% for the Research Universities, and 15.4% for the Specialized-Medical institutions.

1992 Dollars

- After adjusting for inflation, state appropriations increased 4.8% since 1987-88.
- In 1991-92, the state appropriation increase to all sectors was less than inflation.

[1]Adjusted by the Consumer Price Index (CPI).

State Appropriations
(data in millions)

	FY 87-88	FY 88-89	FY 89-90	FY 90-91	FY 91-92	% Change '88 to '92
Public Institution Total						
Actual $:	334.2	358.4	382.6	397.7	399.6	19.6%
% Change:		7.2%	6.8%	4.0%	.5%	
Constant CPI 1992 $:	381.2	401.6	410.6	410.8	399.6	4.8%
% Change:		5.4%	2.3%	.1%	-2.7%	
State System Summary						
Actual $:	322.5	345.8	368.7	383.2	385.0	19.4%
% Change:		7.2%	6.6%	4.0%	.5%	
Constant CPI 1992 $:	367.8	387.4	395.7	395.9	385.0	4.7%
% Change:		5.3%	2.1%	.0%	-2.8%	
Research Universities						
Actual $:	109.8	118.6	124.6	128.4	128.4	16.9%
% Change:		8.0%	5.1%	3.1%	-.0%	
Constant CPI 1992 $:	125.2	132.9	133.7	132.6	128.4	2.5%
% Change:		6.1%	.6%	-.8%	-3.2%	
Universities and Colleges						
Actual $:	113.5	122.2	128.8	133.4	133.6	17.7%
% Change:		7.7%	5.4%	3.6%	.1%	
Constant CPI 1992 $:	129.4	136.9	138.2	137.8	133.6	3.2%
% Change:		5.8%	1.0%	-.3%	-3.1%	
Specialized-Medical						
Actual $:	50.7	53.0	57.1	58.2	58.5	15.4%
% Change:		4.5%	7.7%	2.1%	.5%	
Constant CPI 1992 $:	57.8	59.4	61.2	60.2	58.5	1.2%
% Change:		2.7%	3.2%	-1.8%	-2.7%	
Community Colleges						
Actual $:	48.5	52.1	58.3	63.2	64.5	33.0%
% Change:		7.3%	11.9%	8.5%	2.1%	
Constant CPI 1992 $:	55.3	58.3	62.5	65.3	64.5	16.6%
% Change:		5.4%	7.2%	4.5%	-1.2%	
Local District Colleges						
Actual $:	11.7	12.6	13.9	14.5	14.6	24.7%
% Change:		7.8%	10.3%	4.0%	.9%	
Constant CPI 1992 $:	13.4	14.1	14.9	15.0	14.6	9.4%
% Change:		5.9%	5.7%	.1%	-2.4%	

SOURCE: Institutional Budget Request Documents CCHE

The following table presents data, in 1992 dollars[1] and actual dollars, showing the resident tuition revenue received by public higher education. Tuition revenue equals tuition rate multiplied by the number of students paying.

Actual Dollars

- Statewide, resident tuition revenue increased 52.4% since 1987-88.
- Resident tuition revenue at the Community and Local District Colleges increased by 106.5% and 81.7%, respectively. Resident tuition revenue increases in the Universities and Colleges, Research Universities, and Specialized-Medical sectors were 46.0%, 40.7%, and 40.7%, respectively.

Constant CPI 1992 Dollars

- After adjusting for inflation, resident tuition revenue increased by 33.6% since 1987-88.
- Statewide resident tuition revenue has exceeded inflation since 1987-88.

[1]Adjusted by the Consumer Price Index (CPI).

Resident Tuition Revenue
(data in millions)

	FY 87-88	FY 88-89	FY 89-90	FY 90-91	FY 91-92	% Change '88 to '92
Public Institution Total						
Actual $:	135.2	147.6	164.7	182.2	206.1	52.4%
% Change:		9.2%	11.6%	10.6%	13.1%	
Constant CPI 1992 $:	154.3	165.4	176.8	188.2	206.1	33.6%
% Change:		7.2%	6.9%	6.4%	9.5%	
State System Summary						
Actual $:	131.0	142.7	158.4	175.2	198.4	51.5%
% Change:		8.9%	11.0%	10.6%	13.2%	
Constant CPI 1992 $:	149.4	159.9	170.0	181.0	198.4	32.8%
% Change:		7.0%	6.4%	6.5%	9.6%	
Research Universities						
Actual $:	51.8	55.6	60.5	65.7	72.9	40.7%
% Change:		7.2%	8.8%	8.7%	11.0%	
Constant CPI 1992 $:	59.1	62.3	64.9	67.9	72.9	23.4%
% Change:		5.3%	4.3%	4.6%	7.4%	
Universities and Colleges						
Actual $:	55.5	59.7	65.4	71.7	81.0	46.0%
% Change:		7.5%	9.7%	9.6%	12.9%	
Constant CPI 1992 $:	63.3	66.8	70.2	74.1	81.0	28.0%
% Change:		5.6%	5.1%	5.5%	9.3%	
Specialized-Medical						
Actual $:	6.8	7.1	7.9	8.5	9.5	40.7%
% Change:		5.4%	10.4%	8.5%	11.5%	
Constant CPI 1992 $:	7.7	8.0	8.4	8.8	9.5	23.4%
% Change:		3.5%	5.8%	4.4%	7.9%	
Community Colleges						
Actual $:	16.9	20.3	24.6	29.2	35.0	106.5%
% Change:		20.1%	21.2%	18.6%	19.6%	
Constant CPI 1992 $:	19.3	22.8	26.4	30.2	35.0	81.1%
% Change:		18.0%	16.1%	14.2%	15.8%	
Local District Colleges						
Actual $:	4.2	4.9	6.3	6.9	7.7	81.7%
% Change:		16.3%	27.6%	10.2%	11.1%	
Constant CPI 1992 $:	4.8	5.5	6.8	7.2	7.7	59.2%
% Change:		14.2%	22.2%	6.1%	7.5%	

SOURCE: Institutional Budget Request Documents CCHE

The following table presents data, in 1992 dollars[1] and actual dollars, showing the non-resident tuition revenue received by public higher education. Tuition revenue equals tuition rate multiplied by the number of students paying.

Actual Dollars

- Statewide, non-resident tuition revenue increased 59.9% since 1987-88.
- Non-resident tuition revenue at the Local District and Community Colleges increased by 136.5% and 106.7%, respectively. Non-resident tuition revenue increases in the Universities and Colleges, Research Universities, and Specialized-Medical sectors were 100.6%, 53.6%, and 27.3%, respectively.

Constant CPI 1992 Dollars

- After adjusting for inflation, non-resident tuition revenue increased by 40.2% since 1987-88.
- Statewide non-resident tuition revenue has exceeded inflation since 1987-88.

[1]Adjusted by the Consumer Price Index (CPI).

Non-Resident Tuition Revenue
(data in millions)

	FY 87-88	FY 88-89	FY 89-90	FY 90-91	FY 91-92	% Change '88 to '92
Public Institution Total						
Actual $:	97.2	107.9	121.9	141.6	155.4	59.9%
% Change:		11.1%	13.0%	16.2%	9.7%	
Constant CPI 1992 $:	110.8	120.9	130.9	146.3	155.4	40.2%
% Change:		9.1%	8.2%	11.8%	6.2%	
State System Summary						
Actual $:	96.1	106.3	120.1	139.1	152.9	59.1%
% Change:		10.6%	13.0%	15.8%	9.9%	
Constant CPI 1992 $:	109.6	119.1	128.9	143.7	152.9	39.5%
% Change:		8.6%	8.3%	11.5%	6.4%	
Research Universities						
Actual $:	74.5	82.2	91.6	105.8	114.4	53.6%
% Change:		10.3%	11.5%	15.5%	8.2%	
Constant CPI 1992 $:	85.0	92.1	98.3	109.3	114.4	34.6%
% Change:		8.3%	6.8%	11.1%	4.7%	
Universities and Colleges						
Actual $:	11.6	13.3	16.2	19.5	23.3	100.6%
% Change:		13.9%	21.8%	21.0%	19.5%	
Constant CPI 1992 $:	13.3	14.9	17.3	20.2	23.3	75.8%
% Change:		11.9%	16.7%	16.5%	15.6%	
Specialized-Medical						
Actual $:	6.9	7.6	8.3	8.7	8.8	27.3%
% Change:		10.5%	9.4%	4.4%	.9%	
Constant CPI 1992 $:	7.9	8.5	8.9	9.0	8.8	11.6%
% Change:		8.5%	4.8%	.4%	-2.3%	
Community Colleges						
Actual $:	3.1	3.2	4.0	5.1	6.4	106.7%
% Change:		5.2%	24.2%	26.5%	25.1%	
Constant CPI 1992 $:	3.5	3.6	4.3	5.3	6.4	81.2%
% Change:		3.3%	18.9%	21.8%	21.1%	
Local District Colleges						
Actual $:	1.0	1.6	1.8	2.5	2.5	136.5%
% Change:		58.6%	11.1%	38.7%	-3.1%	
Constant CPI 1992 $:	1.2	1.8	2.0	2.6	2.5	107.4%
% Change:		55.8%	6.4%	33.5%	-6.2%	

SOURCE: Institutional Budget Request Documents CCHE

The following table presents data, in 1992 dollars[1] and actual dollars, showing the total state financial aid appropriations to higher education.

Actual Dollars

- Statewide, state financial aid appropriations have increased 29.9% since 1987-88.
- The largest increases occurred in the Community Colleges and Specialized-Medical sectors, 67.1% and 54.1%, respectively.

Constant CPI 1992 Dollars

- After adjusting for inflation, state financial aid appropriations increased 13.9% over the last five years.
- The Research Universities sector was the only one that did not have an increase between 1990-91 and 1991-92.

[1]Adjusted by the Consumer Price Index (CPI).

State Financial Aid Appropriations[1]
(data in millions)

	FY 87-88	FY 88-89	FY 89-90	FY 90-91	FY 91-92	% Change '88 to '92
Public Institution Total						
Actual $:	23.5	24.1	25.2	28.9	30.6	29.9%
% Change:		2.5%	4.6%	14.4%	5.9%	
Constant CPI 1992 $:	26.9	27.0	27.1	29.8	30.6	13.9%
% Change:		.7%	.2%	10.1%	2.5%	
State System Summary						
Actual $:	22.6	23.1	24.2	27.6	29.2	29.4%
% Change:		2.5%	4.5%	14.0%	6.0%	
Constant CPI 1992 $:	25.8	25.9	25.9	28.5	29.2	13.4%
% Change:		.6%	.1%	9.7%	2.6%	
Research Universities						
Actual $:	8.1	8.2	8.3	9.1	9.3	14.2%
% Change:		1.3%	1.6%	9.3%	1.5%	
Constant CPI 1992 $:	9.2	9.2	9.0	9.4	9.3	.1%
% Change:		-.5%	-2.7%	5.2%	-1.7%	
Universities and Colleges						
Actual $:	10.8	11.2	11.6	12.9	13.9	28.4%
% Change:		3.5%	4.0%	11.3%	7.1%	
Constant CPI 1992 $:	12.3	12.5	12.5	13.4	13.9	12.5%
% Change:		1.6%	-.4%	7.2%	3.7%	
Specialized-Medical						
Actual $:	.4	.4	.4	.5	.6	54.1%
% Change:		-1.9%	15.3%	27.2%	7.1%	
Constant CPI 1992 $:	.4	.4	.5	.6	.6	35.1%
% Change:		-3.6%	10.4%	22.4%	3.7%	
Community Colleges						
Actual $:	3.3	3.4	3.8	5.0	5.5	67.1%
% Change:		2.4%	12.3%	30.8%	11.1%	
Constant CPI 1992 $:	3.8	3.8	4.1	5.1	5.5	46.5%
% Change:		.6%	7.5%	25.9%	7.6%	
Local District Colleges						
Actual $:	1.0	1.0	1.1	1.3	1.4	43.0%
% Change:		3.4%	6.9%	25.3%	3.3%	
Constant CPI 1992 $:	1.1	1.1	1.1	1.4	1.4	25.4%
% Change:		1.6%	2.4%	20.6%	-.0%	

SOURCE: Financial Aid Allocation Documents CCHE

[1]Excludes Colorado Nursing Scholarship and Dependents Tuition Assistance programs. These programs received $256,547 in 1991-92.

NOTES AND COMMENTS

Sector Groupings

Data is reported for a public institution total, local district colleges, state system summary, and by four institutional sector groupings (under the state system summary):

(1) Research Universities -- Colorado School of Mines, Colorado State University, and University of Colorado at Boulder;

(2) Universities/Colleges -- Adams State College, Fort Lewis College, Mesa State College, Metropolitan State College of Denver, University of Colorado at Colorado Springs, University of Colorado at Denver, University of Northern Colorado, University of Southern Colorado, and Western State College;

(3) Specialized Medical -- the Colorado State University Professional Veterinary Medicine and the University of Colorado Health Sciences Center;

(4) Community Colleges -- Arapahoe Community College, Community College of Aurora, Community College of Denver, Front Range Community College, Lamar Community College, Morgan Community College, Otero Junior College, Pikes Peak Community College, Pueblo Community College, Red Rocks Community College, and Trinidad State Junior College; and

(5) Local District Colleges -- Aims Community College, Colorado Mountain College, Colorado Northwestern Community College, and Northeastern Junior College.

Years of Data Reported

Multiple years of data is reported where possible. Most tables start with 1987-88 data and go through 1991-92. Some national comparison data is only available for limited years. All financial data is expressed in actual and constant CPI 1992 dollars.

Definitions

1992 Dollars -- dollars appropriated or spent, expressed in terms of 1991-92 dollars, as deflated by the Denver-Boulder Consumer Price Index - Urban (CPI-U).

Actual Dollars -- the dollars actually appropriated or spent in a given fiscal year.

ACT Test -- a test administered by the American College Testing Program, taken by many high school juniors and seniors and used as part of the admission process to many colleges and universities.

Associate Degree -- a degree that normally requires at least two but less than four years of full-time equivalent college work.

Asian -- a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Bachelor's Degree -- a degree that normally requires at least four but not more than five years of full-time equivalent college-level work.

Black -- a person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

Certificate -- an award given after the completion of an organized program of study at the postsecondary level of instruction, that may require from one to three years, but that is less than an associate degree.

Doctor's -- a degree that normally requires work at the graduate level that terminates in a Doctor's degree. The doctor's degree classification includes such degrees as Doctor of Education and the Ph.D. degree in any field.

First-Time Freshmen -- new enrolling students who have never previously attended a postsecondary institution.

First-professional -- a degree that normally requires completion of a program that meets all three of the following: (1) completion of the academic requirements to begin practice in the profession; (2) at least two years of college work prior to entrance to the program; and (3) a total of at least six academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself.

Full-Time Equivalent (FTE) Student -- one FTE equals 30 credit hours; based on the general principle that a full-time student would take about 15 hours per semester and enroll for two semesters per academic year.

Headcount Student Enrollment -- students enrolled, regardless of the number of courses being taken.

Hispanic -- a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

In-State -- students that meet statutory requirements for in-state tuition and state general fund support; typically, their tuition charges approximate about 25% of their full cost of instruction.

Master's -- a degree that requires the successful completion of a program of study of at least the full-time-equivalent of one but not more than two academic years of work beyond the bachelor's degree.

Native American -- an American Indian or Alaskan Native, having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Non-Resident Alien -- a person who is not a citizen or national of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely. Resident aliens, who are not citizens or nationals of the United States and who have been lawfully admitted for permanent residence, are reported in the appropriate racial/ethnic categories along with United States citizens.

Out-of-State -- students that don't meet statutory requirements for in-state tuition (for example, have lived in Colorado for less than one year) and who don't receive state general fund support; typically, their tuition charges equal or exceed their full cost of instruction.

SAT Test -- a test administered by the Educational Testing Service, taken by many high school juniors and seniors and used as part of the admission process to many colleges and universities.

SURDS -- Student Unit-Record Data System, institutional data reported to the Colorado Commission on Higher Education by the institutions since 1986, includes data on enrollment, applications, degrees granted, and financial aid.

White -- a person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

Data Sources

Accountability Reports, 1991 and 1992, Colorado Public Higher Education Institutions.

Budget Request Documents -- Each institution submits budget request documents in the fall that contain actual expenditure data for the previous year. These have served as the source for much of the financial data and for the student faculty ratios.

CDE High School Graduation Reports -- High school graduates by racial/ethnic status are from reports produced by the Colorado Department of Education.

Cohort Tracking System -- A database system, developed by the Commission, used to track groups of students (with a common statistical factor) across time and institutions using data from the Student Unit-Record Data System (SURDS).

CPA Candidate Performance on the Uniform CPA Examination, 1989, 1990, and 1991 Editions, National Association of State Boards of Accountancy.

EEO-6 Forms -- The Federal Office of Civil Rights collects data every other year on the racial/ethnic composition of employees in higher education. This data was used in reporting the sex and racial/ethnic composition of full-time faculty. For years that the EEO-6 is not reported, CCHE Summary Reports are distributed and collected to provide the same summary data.

GRE Undergraduate Institution Summary Statistics Report, 1988-89, 1989-90, and 1990-91.

Institutional Financial Reports, Colorado Public Higher Education Institutions

Integrated Postsecondary Education Data System (IPEDS) Faculty Salary Data

National Council Licensure Examination for Practical Nurses Summary Reports, April and October, 1990, 1991, and 1992

National Council Licensure Examination for Registered Nurses Summary Reports, February and September, 1990, 1991, and 1992

Statistical Information Bar Examination, July 1991 and July 1992, State Board of Examiners

State Profiles: Financing Public Higher Education, 1978 to 1992, Research Associates of Washington.

Student Enrollment Reports -- Reports submitted by institutions that report on the total number of FTE Students enrolled in the previous fiscal year.

SURDS -- Data is reported by institution from all four Student Unit-Record Data System (SURDS) files: Fall Enrollment, Undergraduate Applicant, Degrees Granted, and Financial Aid.

23nd Annual Survey Report, 1991-92 Academic Year, National Association of State Scholarship and Grant Programs (NASSGP).